

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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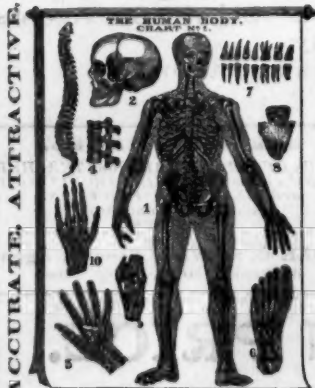
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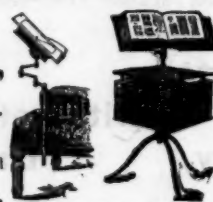
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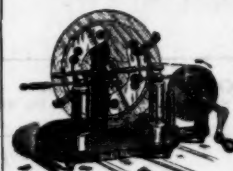
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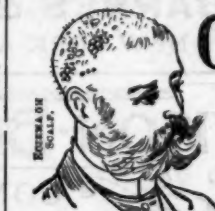
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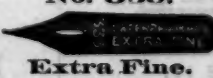
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WE have perfected arrangements to be represented at all the Teacher's Institutes in the U. S.

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THEY are coming to us from all parts of the world.

Twenty thousand exiled Jews are on their way here. Week before last in one day 2,427 immigrants came from Germany, and others are arriving daily. All this means more power of assimilation, more central educational force from Washington, and more distinctive American civilization everywhere. All these people must become citizens of our country. They are not to be Poles, Germans, Russians, or Italians, but Americans. It must come to this or we shall split into nationalities like Europe. Our school work is the national cementing force.

SOME parents and teachers mix up the idea of work and wages with morals in a manner most injurious to the latter, by buying pupils to be good and excel. They fasten a silver dollar to a string and let the one who is "at the head" the greatest number of times during a week wear it during the succeeding week; and the one who comes out best at the close of the term to own it. A teacher once used to keep a remarkably still school by paying a trifle to those children who sat still the longest without whispering. Many parents buy the obedience of their children. They say, "If you will run and get it for me quick, I will give you five cents."

When the doing of duty is paid for in money, great injury is done to the business and moral sense. What would be thought of a man who would say to a drowning person, "Promise me a thousand dollars and I will save your life," but the moral iniquity of this act is only a little less than that of the teacher who says: "Study and I will pay you," "Succeed and you will get a dollar." This putting everything upon a money basis has been the cause of the mercenary spirit of the age. It has brought everything down to a money value. So much goodness for so much gold; so much piety in the pulpit for so many pence; so much good teaching for so many greenbacks. The aim of instruction seems to be Money! money! money! Be president of the United States, you will get \$50,000 a year. A brown stone front in the city and a large farm in the country constitute the end of the human hopes of tens of thousands.

But how shall this mercenary spirit be overcome? How can better ideals be formed? By showing that:

1. There is something far better than money. Children can early understand that kindness, beneficence, helpfulness, and love can not be bought with gold. They can learn that money does not always represent value. These are most important lessons, and they can be taught, not told or lectured about, but taught, in all schools. When taught, the results in life are of incalculable value.

2. By educating children to make and do things worth making and doing, and then paying them for it. Farmers' children have usually a better appreciation of the value of money than any other class. They are early accustomed to buy and sell, and by actual experience know something of the cost of farm products. In many instances they are given a small piece of ground on which they can raise what they please and sell their crop. This teaches the value of money, for they give for its possession value in work. Shop-keepers' children are early taught to value money, for they frequently take the place of their parents in selling over the counter. They do not get so good an education in this particular as farmers' children, for they have no part in making what is sold. Children of professional men are proverbially poor financiers, and for good reason; they have no part in making what they get. Everything they have is given to them, and they cannot value it. It isn't in reason they should. When they go out into the world at sixteen or twenty-one, they have no idea of how much it costs to own a dollar. If money comes easily it is spent easily, if it comes hard, they complain. It is only by contact with production that any one can learn the value of money. The author values literature, the doctor his remedies and treatment, the lawyer his reports and briefs, the teacher his aids more than others can, because from these they produce what they give. None but a banker can appreciate the tenth of one per cent. These facts must be remembered in considering the way to educate children to value their possessions.

3. Manual work in schools is admirably adapted to educate children in this direction. They can easily be taught to make articles which can be sold. Thousands of ornaments are in demand that can be made

by children in school. All fancy stores are full of articles of simple manufacture that are always in demand at some price; it may be small, but the effects of such sales have a far greater educational value than is usually imagined.

IF our pupils could be taught in school to become thrifty men and women, much good would be done. As it is they learn nothing in school concerning the value of money or how to earn it. A child soon finds that a cent will buy a stick of candy, and that a little importunity will get it out of the pocket of father or mother, but this child has no idea how that coin got into that pocket. In fact, most children have no knowledge of buying or selling, manufacturing and finding a market. Money comes some how, they know not how; and goes some where, they know not whither.

IT is "the divine art of putting things" that makes teaching as well as public speaking effective. One man will utter a great thought in such a manner as to produce no effect, another will enforce a simple truth so as to carry with it wonderful power. This art of "putting things" makes teachers successes or failures. One, by means of a few questions, will present truth with wonderful clearness. The pupils involuntarily say, "It is so plain," "I understand it perfectly." Another will cover up truth under a mass of lumbering words and thundering sounds, with no approach at clearness. The longer he talks the thicker the sounds become, until from the impenetrable darkness no gleam of truth can be seen.

All of this is applicable to speakers at educational meetings, who try to say things they cannot, and through painful periods make fruitless efforts at "making themselves understood." They remember, but, alas! too late, for the good of their hearers. Their forethought comes afterward. Their gun hangs fire until the bird has flown.

Artemus Ward never said a better or wittier thing than "I have the gift of oratory, but I haven't it about me." When we are alone we can easily become eloquent and poetical, but when before an audience how difficult it is to get the fire of inspiration! The ability of using what resources we have, at once, on demand—is often worth whole folios of learning, locked up, out of reach. We often want a word, a story, as an illustration, just on the second. If it can be had the victory is won against an antagonist; if not, it is lost.

The typical Celt is famed for his witty sayings. The one who said that, "people are dying this year who never died before," is equalled by another who announced that the deceased "left no children to mourn his loss except an only brother who was killed at the same time." It was once announced that "ladies, without distinction of sex, would be welcome," and Sir Boyle Roche said, "Simple misfortunes never come alone, and the greatest of all misfortunes is generally followed by a much greater." All these are only equalled by one who wished to find a place where there was "no death, that he might go there and end his days." Dr. Holland in dedicating his life of Lincoln to Andrew Johnson expressed the hope that as the successor of Lincoln, Johnson might "repair the breaches" etc, etc. Since Mr. Johnson was once a tailor, such words in dedicating a book made a curious instance of infelicity of expression.

The way to say exactly what ought to be said is to know what ought to be said and then say it, and nothing more. Children are encouraged to talk in school when they have nothing to talk about. It is easier to talk about nothing than something, just as it is easier to give a promissory note than to pay it. It is a good maxim: "if you have nothing to say, say nothing!"

WHICH WAY ARE WE GOING.

President Seelye of Amherst College, in a recent article states that insanity, idiocy, blindness, pauperism, divorce, vice, crime, illegitimacy, vagrancy, and suicide are all increasing fast in just those countries where popular education is most widely diffused, and concludes that if all this be not the result of our present educational methods, still it is undeniable that education not only does not destroy the real perils of society, but even permits them to increase enormously. "It is not," he continues, "the illiteracy of any people, but their immorality; it is not their knowledge, but their virtue, on which either their destruction or their salvation hinges—a familiar truth, needing, nevertheless, constant reiteration."

Here is a question of such magnitude that its importance has been and is underestimated. Is our nation digging a bottomless pit into which we shall fall into eternal ruin? We don't believe it, neither do we believe that all manner of hideous crimes are increasing just where there is most education. We are at heart a religious people, but if our schools were abolished we should be ten-fold less so than now. It is, in our opinion, a monstrous perversion of the truth to argue that popular education is the promoter of popular crime. Knowledge in itself is not moral, but the way it is obtained in our public schools directly tends to build up moral character. So we believe.

A school in which the Bible is studied every day may, by the manner in which it is taught, have an immoral tendency. Creeds may be learned verbatim; children may be taught to repeat what others have believed, and it will have no influence to make good moral characters, but often the reverse. The fate of the country depends upon the kind of teachers there are in the school-rooms, as well as the character of the influence there is in the homes.

USE YOUR EYES.

This advice is often given, and it should be oftener given than it is. It has recently been remarked by the *Scientific American* that many go through life without ever realizing that our eyes have to be educated to see as well as our tongues to speak, and that only the barest outlines of the complex and ever-changing images focused on the retina ordinarily impress themselves upon the brain? That the education of the eye may be brought to a high state of perfection is shown in numerous ways.

There are many delicate processes of manufacture which depend for their practical success upon the nice visual perception of the skilled artisan, who almost unconsciously detects variations of temperature, color, density, etc., of his materials which are inappreciable to the ordinary eye.

The hunter, the mariner, the artist, the scientist, each needs to educate the eye to quick action in his special field of research before he can hope to become expert in it.

Houdin, the celebrated prestidigitator, attributed his success in his profession mainly to his quickness of perception, which, he tells us in his entertaining autobiography, he acquired by educating his eye to detect a large number of objects at a single glance. His simple plan was to select a shop window full of a miscellaneous assortment of articles, and walk rapidly past it a number of times every day, writing down each object which impressed itself on his mind. In this way he was able, after a time, to detect instantaneously all of the articles in the window, even though they might be numbered by scores.

GOING TO SEED.

Some teachers were grouped together a few days since, and the inquiry was made, "Where is X?"

"Oh," said one, "he has gone to seed."

Now X had been something of a force for a number of years; he had lectured on education, had conducted teachers' institutes, and was well thought of. Many looked up to him as one who would be of real service in advancing education. To lose him by death would cause a pang. But to have him "go to seed"—that was more painful.

What is "going to seed?"

The case of X was this: He had taken charge of — School, and seemed to care as little about education as if he had never lectured upon it; had never pointed out to teachers at institutes the path of true teaching. He had got as high up as he could get, and felt interest-

no longer. When a plant begins to "go to seed" it stops growing; it begins to look shabby; its glory has departed; it has fulfilled its destiny, and seems to know it. So it was with X.

Thinking of X, I was reminded of Y. He, too, assisted at institutes; being a good singer, his voice was often heard in leading off in school-room songs. From a \$500 salary he rose to \$1,000 in a country town, and then he got a principalship in —, and as he could not expect to get the superintendency, the incumbent being young and healthy. Y settled down to breathe. He now gives no thought to educational matters; runs his school well, and does no more. An old friend, who had labored with him up in the country, came to the city and looked him up.

"I never saw such a change," said he, "in any man. He used to be interested in education, and never was so pleased as to see the young teachers improving, but he don't care a cent now."

Y had also "gone to seed."

Then there was Z. This man, too, ran well for a season. He was so much interested that he started an educational paper. He (as is usual) sank some money in the enterprise, but, after a time, got a principalship. He was asked to subscribe for an educational paper, but declined. He "was so busy with his school that he had no time to read!" Of him Supt. — remarked, "Z is not a growing man; his ideas are all book ideas; we thought he would be an addition to our force, but he is not." Z has also "gone to seed."

This is a soft way of putting the matter. These men are well-meaning; they intend to do justice to their pupils, and give an equivalent for their money. But why have they stopped the efforts they made to influence others? Were they really interested in educational advancement?

The cause of education suffers greatly from the supineness of men in prominent positions. That the teacher in the little brown country school-house should be interested seems all right enough; her pupils, if not enthusiastic, will not stay in that unattractive school-room and spell long columns of words, while nature without is so inviting. But the teacher in the city school is apt to undervalue earnestness and enthusiasm, he becomes mechanical, routineish, and soon it is noticed that he tells the same story about Andrew Jackson at just the same point in each history class (said class has been informed by the preceding class of the exact time when said story may be expected)—in fact, he has begun "to go to seed." It is not a fatal disease. Some live to a good old age with it. It is not so bad as softening of the brain or many other ills that attack mankind, but it is bad.

HIS PAY.

A man was sitting in his arm-chair, in his home, just as the evening shadows began to fall. He had just paid the interest on the mortgage on his home; there was nothing left in his purse, and he felt sad, for he had been a hard-working, earnest, good man all his life. He had a family of five children, partly grown, and he was thinking of them; he was thinking, too, of his wife, who had struggled beside him for so many years. He loved his work; he loved to be useful, but he coveted a reward that would enable him to live with more comfort. He thought of some of his companions—there was one who had been a lawyer; how rich he had grown to be; there was one who had been a merchant; he, too, was rich, and lived in style. And thus his thoughts ran on. He found he had not done wisely in choosing his occupation.

A knock was heard at the door. A man with streaks of gray in his hair entered. There were lines of care on his face. "You don't remember me, I see, but I cannot forget you. When you lived in A—you came into the foundry where I was. I was a wild, reckless fellow, twenty years of age. I used tobacco, whisky, and beer. My nights were spent in the streets and saloons. You spoke kindly to me; you said my brother was in school, and there was where I ought to be; that I ought to get an education, and learn a trade; that I would then be respected and honored by the community; that I had talents, and you knew it by my looks; that I was on a road now that had but one end—disgrace and poverty."

I was sure you were a kind and true man. I listened to you, half angry, half ashamed. When you left I threw away my cigar, and at night I stayed in the house and read the newspaper—a thing I had not done before, except when sick. When my mother attended church I determined to follow your advice and go there too. I went up in the gallery, and looked around, and found, as

you had told me, that the good people of the town were there. I went to the Sunday-school, though it was a hard trial, for the boys knew I was a bad fellow, and so did the superintendent. When I told him I had come on your advice, the silent tears rolled down his cheeks. I went to school the next Monday, and did my best, and when you saw me you had kind words and smiles for me. My folks moved to C—in the course of a year, and there I persevered in my efforts to follow your advice. I never forgot what you told me. I can never thank you enough for what you did. I became a church member, and am now superintendent of a Sabbath school. I married, and have three children; my home is a pleasant one. I am respected by the community. I have accumulated considerable property. I heard you were here, and came over to tell you that I shall never forget your words and labors in my behalf. God will reward you."

This was the tale that our downcast, sad-hearted man heard. He felt that if his purse was light still he was doing a noble work in the world. He knew that this incident was but one out of thousands. He took courage; his faith had been strengthened; faith in himself, faith in his work, faith in his God.

This man, reader, was a teacher, and such work as his is being done all over the land. The reward the true teacher is to get, it is clear, must be sought beyond the meager salary he is paid.

HON. MAMIE BROWN, A.M.

CAN not some way be devised of educating young ladies into the belief that the word Mary is far more elegant and expressive than its diminutive Mamie? This universal rage for perverting every Christian name is a species of verbal insanity that future generations will laugh about. It is very well to pet little girls of eight or ten, and call them "Dear Mamie," or "Dear Bessie," but when these terms are applied to young ladies in public they become either altogether too affectionate or ridiculous. Concerning this custom, the *Sun* of this city recently said:—"Hattie, Bessie, and Mamie were the Christian names given by three of the nine young women upon whom the degrees of Bachelor of Arts or Bachelor of Letters were conferred at the commencement of Rutgers Female College last Thursday. Of course it is of no use to expostulate with these girls for allowing themselves to be described by their pet nursery names even in so formal a document as a college diploma. We might as well attempt to reason them out of obedience to the dictates of a passing fashion in dress—to induce them to reduce the height of their hats or the heels of their boots. They prefer their own taste to ours, and think that Hattie, Bessie, and Mamie are much prettier and far more elegant names than the homely, old-fashioned Harriet, Elizabeth, and Mary. None the less it seems very incongruous, and it is very incongruous to give a scholastic degree to a young woman who is spoken of only as if she was a baby who had not yet mastered the pronunciation of some of the consonants, and who changed the construction of words to suit the limitations of her infantile vocal organs. In the domestic circle such nursery names have sweet and tender associations, but they sound quite silly when they are read out at a college commencement as the serious appellations of young women who are deemed worthy of grave scholastic degrees. Suppose that when Dr. Oliver Wendell Holmes was given an honorary degree in England, the other day, he had been described as Ollie Holmes or Noll Holmes. These three young women allowed Dr. Samson and Dr. Burchard to address them before a large audience as if they were little girls in pinafores waiting for a present of a doll or of sweetmeats, instead of young ladies about to receive diplomas certifying that they had mastered studies within the ability of maturity only. They and their friends were not in the least indignant at the familiarity, but took it as altogether nice, pretty, and proper. Among the other recipients of degrees were two Marys and two Elizabeths, who were so-called in their degrees, but Mamie and Bessie probably looked on them as the victims of the prejudices of old-fashioned and unreasonable parents. Yet we can never think of Mamie and Bessie and Hattie as dignified young women so long as they put those baby names on their cards. But, as we have already said, we protest in vain. They like baby names better than the names they received in baptism, and are utterly indifferent to what we say on the subject. So we must write down Hattie and Mamie and Bessie as Bachelors of Arts and of Letters, and not three pretty little girls to whom Dr. Burchard and Dr. Samson gave rewards of merit for good conduct in the infant class of a Sunday-school."

OPINIONS will differ, but we can hardly see how there can be any difference of views as to the merits of Tate's Philosophy of Education. It has stood the test of years, and received the commendation of the most eminent thinkers in this country and England. Recently, a criticism of the book appeared in the *Texas School Journal*, which, we understand, was written by Mr. O. H. Cooper, principal of the Houston high school. Mr. Cooper is a graduate of Yale, and was a tutor in that institution for two years, but there are other graduates of other equally as celebrated schools who have not only been tutors, but professors in them, whose judgments are directly opposite to that of Principal Cooper. Our columns are open to Mr. Cooper for any article he may see fit to write showing in what particulars Mr. Tate's philosophy is wrong. No human production is perfect. We do not claim infallibility for the work, but we do claim that it contains more of the essential principles of the true philosophy of education than any other book published. The writer of these lines is a New England college graduate, and has also been an officer in a college for several years.

THE most dogmatic man is he who *knows he is right*. It is all settled with him. He can't be taught, for he has long passed the teachable milestone in his educational course. He considers every one who differs from him either wanting in common sense or moral honesty. He *knows* his arguments are logically conclusive and wonders why you don't admit it. Such a person in the educational work is a detriment to the honest investigation of truth and a hinderance to progress.

Twenty-nine young ladies have taken the course of the normal training department in the Paterson, N. J., high school, during the year just ended. The work has never been better. The whole year was devoted to the class work and practice, which has not been interrupted by substituting except for practice towards the end of the course. The first term was devoted to the study of mental science and theory with daily experimental teaching. The second term, Quick's "Essays on Educational Reformers" was taken up with special reference to the history and principal of education. Tate's "Philosophy of Education" has also been carefully studied during the last term. In addition to this work there has been constant study of the methods of teaching with class exercises and actual practice. Such work as this cannot fail to produce most beneficial results.

A distinguished physician in Massachusetts was called to treat a man strangely and dangerously ill. After prolonged examination he planted himself before the open fire, and sat there in silence bent over it an hour or more. "What is the matter with me, doctor?" asked the patient at last. "I don't know," replied the doctor, springing up. "But I do know what to do."

When John Lord, the historian, was examined for ordination, he was asked by a disciple of Dr. Emmons: "Are you willing to be damned for the glory of God?" His answer came with the force of an unexpected cannon-shot, "No; but I am willing you should." He did not get ordained.

The late A. D. Ditmar, of Lancaster, Pa., recently left \$80,000, "to ascertain what children were created to do." This marks an important step in human progress. One of the features of the institution which he hoped to found is a room containing musical instruments, tools used in the various trades, and other appliances. When a child was brought to be entered into the institution it was to be taken into this room and its actions observed. If the little one's inclination led it to the musical instruments, it was to be educated as a musician. If its desires tended toward the plane and the saw, a carpenter's trade would be taught it, and so on through the list of occupations.

The *New York Times* has started its expedition to explore the mountain heights of St. Elias, the loftiest peak in North America, and never yet trodden by a white man. Lieutenant Schwatka is in command, and Prof. William Libbey, Jr., of Princeton, has charge of the scientific work.

A recent convention was held in this city to devise ways and means of improving the city. It is said the members consisted of a lot of queer people; and, while some good ideas were advanced, the proceedings were not of an edifying character.

"Sympathy is the outcome of a man's better nature. The essence of all sin is the self-centering of our nature. We live in circles by which our selfishness becomes concentric: it goes out to wife, to children, to home, and to friends, until, under the influences of our modern life, it stretches out to all humanity. This larger outlook of the world gives us deeper and richer thoughts."

The Scotch universities are considering the propriety of granting a new degree to be called the "School-master's Diploma."

Senator Hoar has introduced a bill providing for a National Commission of architects, artists, and sculptors, whose business it shall be to see that the government is not imposed upon in the purchase of works of art, and to prevent the erection of unsightly government buildings.

YOUNG LADY—"My dear Professor, I want to thank you for your lecture. You made it all so plain that I could understand every word."

Professor—"I am truly glad you did understand it. I have studied the subject for about thirteen years, and I flatter myself that I can bring the subject within the comprehension of the weakest intellect."

THE enthusiasm manifested by teachers this year is something remarkable. As one instance among many, about a thousand teachers attended the Kentucky State Teachers' Association at Louisville this year, against two hundred and fifty last year. Summer schools are springing up in every direction; local associations and institutes without number are being held by the best instructors, and well attended. Two Pullman cars, filled with teachers, started for Topeka from New York Wednesday evening. They will spend a day at Niagara, stop at Chicago over Sunday, and reach Topeka Monday evening. Many others are going by different routes. These excursions, social meetings, and discussions of subjects in which all are interested, afford the best kind of recreation. Afterwards there are several weeks for quiet rest at the seaside, on the mountains, in the country farm-house; anywhere and everywhere that fancy dictates and the purse allows.

MUNIFICENT LEGACY FOR AN ACADEMY.

The late John Brewster, of Boston, a direct descendant of William Brewster, who came to Plymouth in the Mayflower, 266 years ago, has made "the Brewster Academy," to be established in his native town of Wolfboro, his residuary legatee. The gift will ultimately exceed a million of dollars. A public library, a town hall—including large rooms for the library and reading-room, are provided for, and liberal annuities are made for the poor of the town. About \$30,000 a year will now be devoted to these educational and benevolent purposes, and after certain temporary annuities terminate, the annual income will be about \$50,000. No other academy within our knowledge in this country received so large a gift at the outset. The town itself is delightfully situated on Lake Winnepesaukee, and is surrounded by very picturesque mountain scenery. It is on high ground, about 500 feet above the sea level, and is a very healthy, as well as most attractive, summer resort. But the citizens are now specially interested in increasing its sanitary and aesthetic attractions, and in making it a literary center—one of the most inviting summer resorts in this "Switzerland of America," as the mountain portion of the Granite State is deservedly called. Mr. B. G. Northrop recently organized a village Improvement Association here which promises to make Wolfboro a still more inviting place of resort and of residence.

STICK-LAYING FOR BUSY-WORK.

BY HELEN L. LEWIS, WOLCOTT, N. Y.

Sticks, for the laying of figures, is one of the richest and most fascinating of Froebel's gifts to children, and may be made the basis for drawing, arithmetic, and geometry, all without the children knowing that they are doing anything but play.

The sticks may be had in various lengths, also in colors. I bought a bundle of 500, 13 inches long, for fifty cents, and cut them myself the desired lengths. I have found 3 inches a convenient length.

Place a pile upon the table, or in a box; or, pass them

to the children, telling them to take one. Let them examine it, and say what it looks like to them. To inspire respect for the material have a little talk about its form and length; of what made, and the amount of work necessary to prepare, from a big tree, this little stick.

Teach position, first, by imitation; then call for the different positions, until vertical, horizontal, and oblique are as familiar as the terms, standing, lying, and leaning. Reproduce by drawing on slates and on the board.

Next, take two sticks—children deciding how many—and combine the positions to form various figures, which the children will name according to their fancy.

When, by imitation and invention, combinations with "two" are exhausted, they may be taught the terms right, acute, and obtuse angles, reproducing these and all the forms by drawing.

As the number of sticks used increases, the variety of objects which the children will form are almost endless.

After being started on the way they may be left to themselves, if only the teacher shows an interest in their work by an occasional suggestion, or word of encouragement. Being perfectly noiseless, this material may be used in large classes without annoyance.

THE KINDERGARTEN IN CONNECTION WITH OUR PRIMARY DEPARTMENTS.

BY SUPT. C. E. MELENEY, Patterson, N. J.

(From his last report.)

The instruction usually given to the youngest classes is unsuitable to their years as well as to their minds and bodies. Not only are the subjects inappropriate for young children but the sessions are too long, not too long for parents who wish to be relieved of care, but too long for any practical benefit as far as instruction such as we have to give is concerned. As much can be learned in three hours as in five by children under eight or nine years of age. We have evidence of this in schools where there are half-day classes. Though this system is hard upon the teachers who have two sets of children each day, yet the pupils in half a day learn all they can. The testimony of the superintendent of Milwaukee, who is a keen observer of the progress of learning in children of various grades and the effect of the different methods of education, is valuable as showing the ages at which children gain most from school training. He says:

"The half-day class system shows in the results obtained that we have been expecting altogether too much and educating children too young to keep up with our requirements. No surprise need be expressed that the young children in half-day classes progress as rapidly as they did under the whole-day plan; the result is simply and easily attributable to the limitations fixed by nature to the rate of the child's growth. We cannot and should not transcend this normal rate of development. After a child is nine years of age, the acquisitive powers of the mind on all school subjects develop apace. In five years succeeding nine years of age, his acquisition of knowledge and power in those subjects which it is the business of the school to teach, far exceeds in real value, kind and amount all the attainments of his infant years. Before ten no human being can be educated, except to a very limited extent, either morally or mentally."

This authority maintains the same position we do in regard to the usual course of study in the lowest grades of the primary schools, namely that it is beyond the capabilities of the children. I quote again:

"The public seems to have a too sensitive ear just now for philanthropic glorification of the possibilities of infancy."

"A wholesome correction of this bias is needed, if the public schools are to perform their best function. In the schools of the state are thousands of children whose greatest necessity is nursery attendance, and who sit waiting in constrained and unnatural positions in narrow seats and unventilated rooms, presumably doing 'grade work,' but really waiting till they are mature enough in mind and body to begin with profit the legitimate work of school instruction. Kindergarten is the education most naturally adapted to child nature."

From all the information I have been able to gather and from observation of the working of our primary grades, I am convinced, and have been for years, that the instruction the first year should partake more of the features of the kindergarten system. As I do not consider myself an authority upon the subject I prefer to quote from a few reports at hand, of superintendents who have made a fair trial of the work and who are of national reputation.

In Boston thirty-one free kindergartens have been established through the private charity of one lady, Mrs. Shaw, many of them in rooms in public school houses. The superintendent says:

"There is no doubt in my mind that our school system would gain very much in efficiency if there were thoroughly good kindergartens in every district, through which all young children should pass before entering the primary schools. Then the primary school teachers could take the

children just where the kindergartners left them and go right on. No doubt something has been gained, and yet more may be gained, by imbuing the teaching in the lower grades of the primary schools with the spirit and methods of the kindergarten. This is the great reason why the School Committee has been right in treating the free kindergartens with encouragement and hospitality. But the next step forward is to recognize and establish the kindergarten as a part of the system of public instruction. The field for the public kindergarten is a broad one."

Active philanthropic ladies in Chicago have made an organized effort during the last few years to gather in the children from homes where education could not be given and prepare them for the future work of school. This enterprise could not be carried on without funds, and teachers especially prepared in the principles which Froebel taught. Church organizations and charitable societies were called upon to lend a helping hand. The Kindergarten Association agreed to supply a teacher for any church or society which would gather the children together and provide a suitable room and the required material for work. The offer was responded to by several churches and societies. As the number increased the association deemed it advisable to open a training school to prepare teachers for the work. The children brought under the influence of this association became better fitted for school and are found to be more obedient in their homes, often leading their parents to better lives, and as they go to school give a general satisfaction to their teachers by their habits of industry and attention. Chicago, not content with doing this good work within its own borders, has been spreading its influence throughout the northwest.

The work of sub-primary education has received marked attention in Philadelphia. The Superintendent of Public Instruction and all concerned in the work of education are interested. The city makes an appropriation but this does not meet the expense of preparing nearly a thousand children for school. Twenty-eight kindergartens are now in progress. As in Chicago, the aid of churches, societies, and private individuals is solicited, while all are under the direct supervision of a competent teacher. The children enter very young and receive this training until they arrive at the school age (6 years), when they are sent to the public schools to engage in the primary work for which they are fitted. A number of the kindergartens are held in rooms of the public school buildings. To quote from the last report of this organization:

"A review of the year is very encouraging. Public school directors and teachers are becoming cordial and ready to serve our interests. In many instances they have expressed a hearty approval and a desire to work with us. They point out the children who have been trained in the kindergartens as their most desirable and hopeful pupils, and some have asked to have kindergartens opened in connection with them. The public generally are more responsive and many desire the kindergarten made the under stratum of all school instruction."

EDUCATIONAL PHOTOGRAPHS.

SUPT. H. S. JONES, Erie Pa.

For a number of years it has been the practice to examine pupils from other places on their coming to Erie, and to keep their written work as a source of comparison with our own.

It is a lamentable fact that many of the specimens on file show that the poorest kind of teaching is easy to find.

A few extracts are given to show what obstacles our teachers are often required to overcome:

(1)

"I have begun fracksons I have Georgefry.

"Willie —, age 12."

(2)

"Settamber 4 1882 I went to the garmen cathlic.

K. R —, twalve."

(3)

Jacob —, age 12, 1882.

Erie, Pa., Chool No. 13.

"This is the wag I goust to do this kind of work."

(4)

"Arthur —, age 13; i have ben going to — in the fourth reader and Speller, rithmtic subtraction multiply cation."

(5)

"Dear Fother I would like to go to the show Weanesday.

"Henry —, age 11."

(6)

"I west to go to School in —. They did not call it add or subtract they called it plus and ninas. I knew how to add but not as they do here.

"James —, age 10."

(Could do mental work only, as 2 plus 3; 5 minus 2, &c.)

(7)

"Alice —, age 16, been through fractions."

This pupil has a remainder of 671,111,761 in dividing by 63, and finally in dividing by three 3, has a remainder of 100!

(8)

"Katy M —, age 13. Went to — street Sool las 2 years Forth redar Rlfmatic gramer."

This applicant could not divide by 2!

(9)

"I Went to school wan I was 6 years old and loss 4 weeks in June in 1879. Study long divin and shot divin was in the Hight Fourth Read also Lonerling Mulutoin Sutinoin Aading.

"E. M —, age 12."

My Dare Freinds Frank,—

I though I would write you a feft line to day Here it is snow. It is like winter to day is it snow ther. Are you all well ther here in Erie on New Year the boys and girls can make snow ball and snow house. Can you ther. Pleas tell me the next times you write.

"E. M. —, age 12."

(10)

"I studdid Spelling, Grammere, Practical, Mentle Arith. metic, Writing Falce sintax propotion 5th reader algebra philosophy. heaver, Adverpols, mettles, wichever.

N. B. There has never been a composition wrote in any school that I have attended."

"J. V., 16 years 7 months."

No 10 applied for admission to the high school, and when informed that a review in a grammarschool was necessary, replied: "I've went over all the common branches and want something new."

The friends of No 9 complained because in Erie a Second Reader was put in place of the "Highest Fourth Reader." But on seeing "what was the matter," the new state of affairs became satisfactory.

These "photographs," on being turned into print, show but partially the educational condition of the writers. Only by lithographing the specimens, could they be truly presented in print. The penmanship, arithmetic, geography, &c., are fully as bad if not worse than the spelling and composition. Most of these extracts were written by pupils "way up" in the Third, Fourth, or Fifth Reader, and not "backward" in other studies.

It must not be presumed that this sort of work comes only from those who have been deprived of schooling or are naturally dull and stupid. Most of the specimens on file are from scholars who have had the usual advantages of the schools and possess average mental powers. These results come from cramming and servile text-book instruction.

When a scholar gets the idea that if he reads in a Fourth Reader he necessarily knows four times as much as the one who reads in a First Reader, or if he studies fractions he must be good in simple multiplication and division, or if he has experimented a little in algebra, arithmetic is a "finished" study, or in general when a pupil judges of his acquisitions from the amount gone over and gone through, rather than from the quality of work done, crude, unsatisfactory results are sure to follow.

CORNELL FREE SCHOLARSHIPS.

BY SUPT. AMASA G. GENUNG, Tompkins Co., N. Y.

On the second day of July, 1862, Congress passed an act granting public lands to the several states, which should provide at least one college, where the leading object shall be (without excluding scientific and classical studies) to teach such branches of learning as are related to agriculture and the mechanic arts. For each of its Senators and Representatives in Congress, 30,000 acres of land were appropriated to every state. The share of the State of New York was 990,000 acres in land scrip.

On the twenty-seventh day of April, 1865, the Legislature of New York incorporated the Cornell University, appropriating to it the income arising from the sale of this land scrip, on conditions:

I. That Ezra Cornell should give the university \$500,000.

II. That the university should give instruction in branches relating to agriculture, mechanic arts, and military tactics.

III. That it should receive without charge for tuition, one student annually from each assembly district in the state.

Mr. Cornell fulfilled the first requirements of the charter, and made an additional gift of two hundred acres of land to be used as a farm in connection with the department of agriculture. The site of the university is on this farm.

He also personally superintended the locating of the 990,000 acres of land, selecting it from the best government lands in the west, where it has since rapidly increased in value. A portion of this land has been sold, the remaining portion is still held by the university. The university was opened in October, 1868, with a

faculty of thirty-two professors, and two buildings, Cascadilla Place and the South Building (now called Morrill Hall).

The university at the present time has over sixty professors and instructors, and consists of the following principal buildings: Cascadilla Place, costing \$100,000; Morrill Hall, costing \$70,000; White Hall, costing over \$80,000, and paid for out of a fund subscribed by H. W. Sage, John McGraw, Hiram Sibley, and Andrew D. White.

The McGraw building, the gift of the late John McGraw, costing \$120,000. The Chemical and Physical Laboratory, costing \$90,000. The Sibley College of Mechanic Arts, the gift of the Hon. Hiram Sibley, of Rochester, costing \$60,000. The Civil Engineering building (a wooden structure), costing \$24,000.

The Sage College, the gift of Hon. Henry W. Sage, of Ithaca, costing \$165,000. The Sage Chapel, also the gift of Hon. H. W. Sage, costing \$30,000. The Memorial Chapel, costing \$20,000. The Armory and Gymnasium, costing \$32,000. The President's House (the gift of President White), costing \$50,000. The McGraw-Fisk Mansion, costing \$200,000. Besides these, there are a large number of dwellings (occupied by professors) and farm buildings. Thus we find that Cornell University is built and endowed by an appropriation of the state of 990,000 acres of land, and by princely gifts from a number of wealthy citizens.

When the common schools became free to all, it became necessary to pass the law in relation to compulsory education. Now when instruction is furnished free in the university, there are not so many people ready to avail themselves of the privilege as at first supposed. In the course in agriculture instruction is free to all. There are at present in this course nineteen students. The requirements for admission are such as to put the advantages which it offers within the reach of every young man who had made good use of the instruction afforded in the public schools.

There are also six scholarships open to competition for all students annually, and three others to women only (making nine in all each year). These scholarships are continued four years, and are each worth two hundred dollars a year. There are also one hundred and twenty-eight free scholarships annually, continuing four years, and worth seventy-five dollars a year each. The school commissioners and city boards of education of the State of New York are obliged to hold a competitive examination each year, in each county or city in the state, for the purpose of selecting scholars for the free scholarship in Cornell University. Of the time and place at which the competitive examination is to be held, due public notice should be given at a reasonable time before the examination is held. It is claimed that in some counties no attention is paid to the matter, that the commissioner never gives notice of an examination, and no one applies for the scholarship.

All candidates for admission to the university must be of good moral character, sixteen years of age—if women, seventeen—and must pass the required university examinations in English grammar, geography, physiology, arithmetic, plane geometry, and algebra. It sometimes happens when there is no competition that the scholarship is awarded to persons who cannot pass the university examinations. Some of these enter a preparatory school, and are soon able to pass the required entrance examinations, while others sink back into the obscurity from whence they came, and are never heard of again. Sometimes these disappointed ones do not return home; they go to work manfully and become successful business men.

I will give the following information in regard to the scholarship. In the year 1885 no appointments were made from the 2d Dist. of Cattaraugus Co., 1st Dist. of Cayuga Co., 2d Dist. of Columbia Co., 2d Dist. of Delaware Co., Essex Co., 6th, 7th, and 9th Dists. Kings Co., Lewis Co., 1st and 2d Dists. Madison Co. The 21 districts in New York Co. all vacant. There have been but three appointments from New York Co. in seventeen years. None from the 1st, 3d, and 4th Dists. in Oneida Co., 1st Dist. Onondaga Co., 2d Dist. Ontario Co., 1st Dist. Orange Co., 1st and 3d Dists. Oswego Co., Putnam Co., 1st and 2d Dists. Queens Co., 1st, 2d, and 3d Dists. of Rensselaer Co., Richmond Co., Rockland Co., 2d Dist. Saratoga Co., Schuyler Co., Suffolk Co., Warren Co., 1st Dist. Wayne Co., 2d and 3d Dists. Westchester Co., Wyoming Co., Yates Co. Making a total of 73 students receiving a free scholarship in 1885, and leaving 53 vacancies, 21 of which are in New York Co.

The sum of the whole matter is, that free instruction in the course in agriculture, open to an unlimited num-

ber of students, has nineteen students.

Of the 128 free scholarships annually, each good for four years, making 512 students, but 221 are in the university, and but 75 of the 128 were taken last year.

The law has not defined the method to be used by commissioners in giving notice of competitive examinations, nor provided for the expense of giving such notice. In Tomkins county this expense has been allowed as a county charge by the Board of Supervisors. A recent decision by Judge Martin, in regard to eligibility of candidates, is, that the candidates for the free scholarship should each year be selected from scholars in the academies and public schools during that year.

THE MONTCLAIR, N. J., TECHNICAL SCHOOL.

By J. V. SHAW.

The school consists of about sixty boys, divided into four classes, two of which do carpentry work, the others carving. The training which precedes the tool handling is intended not only to impress the minds of the boys with the advantages resulting from a knowledge of the use of tools, but also with the necessity of giving their undivided attention to their studies. They are taught to sharpen tools well, and to replace them in good order in the proper receptacle at the close of each lesson.

This drill has much to do with progress in their studies, and their ultimate success, as those who are habitually careless with their tools seldom make good workmen.

The class learns from the instructor the names of all tools, and sees illustrations of their uses before being permitted to use them.

The rudimentary practice in the carpentry classes consists of the following exercises:

Blocks are provided, which the pupils are directed to space off in squares of one inch, and strike blows accurately in the centre of each. They then practice driving nails in the centre of each square, and at given distances from edges of blocks. No measuring is allowed until the nails are driven. They then practice lining boards with chalk-line, sawing to line, boring with brace and bit, planing boards out of wind, uses of gauges, sharpening tools, etc. They then commence the construction of frames, the different joints used in carpentry forming the corners; in this practice, as in all succeeding work, they take measure from drawings and directions on the blackboard, the manner of doing each operation being illustrated by the instructor, who also prepares a finished specimen of each frame, that the pupils may have a just perception of what their own should be. After practice in forming the various joints, including the "dovetail," the classes construct a tool-box; this they are permitted to take to their homes, it being a great incentive to effort on the part of the boys to acquire proficiency if allowed to retain a part of their work.

During the remainder of the course they are employed in making various articles, such as will interest them, and yet afford good practice. After one year's practice in carpentry they are advanced to the carving classes; here, also, they study one year. In this department, after being taught the names of the carving tools, and their uses, they receive rudimentary instruction in straight line and curved work. They carve a panel, the design of which is a natural branch, with a pear and leaves; next a conventional design—oak leaves and acorns; this is followed by scroll-work panels. They are then advanced to work requiring greater skill, such as wall-pockets, brackets, adjustable book-racks, picture frames, incised carving, etc.

When these are completed the boys are presented with specimens of their own work to take to their homes.

One of the secrets of success in teaching industrial work is to keep the pupils interested and encouraged; this is as necessary as correct instruction. Though a boy may have great enthusiasm and love for his work—and most have—yet when he fails in an attempt at excellence he sometimes needs encouraging words from the instructor. If one has partially failed at some portion of his work, and the instructor can justly praise some other part, the sensitive young student will renew his endeavor with an animation and enthusiasm he could not feel if his teacher's commendations were withheld. The criticism of inferior work should, of course, be followed by an illustration of the proper way of doing it, given in a kindly manner. An intensified love of the beautiful almost invariably follows a boy's attempt to make beautiful forms or designs; and the presence of fine carvings, or other artistic work, in the shop, is an incentive to emulate the productions of others. Of the utility of the industrial work there can be no question, as the knowledge of the use of tools is an acquisition

which must be felt desirable and useful all through life. I hope the time is not far distant when the "industrial" will form a part of "education" in all our public schools.

A FEW GOOD POINTS IN HISTORY.

(The following questions were asked during the progress of an examination for the professorships of history in the Central High School, Philadelphia. They contain good suggestions, in fact, they are excellent topics for discussion in any advanced school.)

I. What are the principal sources of historical knowledge?
II. State the separate families into which the historic nations are divided upon the basis of language, and explain the special influence which each of these families has exercised upon the progress of civilization.

III. 1. What were the distinctive characteristics of the two leading states of Ancient Greece?

2. How do you account for the pre-eminence of Athens and her achievements in philosophy, literature, and art?

3. What causes led to the conquest of Greece by Philip? Where and when was the final battle fought?

IV. 1. Describe briefly the changes made in the Roman Empire by

- a. Diocletian.
- b. Constantine.
- c. Theodosius.

2. State briefly

- a. How the Western Empire was extinguished.
- b. The Eastern Empire.

V. 1. Describe the extent of the Empire of Charlemagne.

2. The influence of his reign upon the civilization of Europe.

VI. 1. How is the existence of the Mediæval Italian Commonwealths to be accounted for?

2. How were they governed?

3. Explain the civil dissensions which were so marked a feature of the history of these states.

4. Explain the causes which produced the advanced and flourishing condition of literature and the arts in the Italian states from 1300 to 1600.

5. Name the greatest five names between 1300 and 1600 in Italian Literature; the greatest five in Art.

VII. Explain the fundamental principles of personal liberty and free government which the English people successively wrested from the Crown, and which were embodied by its framers in the Constitution of the United States.

VIII. 1. What causes led to the capture of Quebec by the English?

2. Write a short account of the final battle.

3. What influence had this conquest upon the subsequent history of North America?

4. Who is the chief authority, as well as finest writer, upon the history of the French in North America?

IX. 1. Write a brief estimate of the First Napoleon's character and of his influence upon the political history of Europe.

2. Who are the two leading French authorities (holding opposite views) upon Napoleon's life?

X. 1. Make a synopsis of such a scheme of instruction in the *History of the Formation of the Federal Union*, as could be accomplished as a part of a general course in History.

2. Give a classified list of the more important authorities on this portion of American History.

XI. THE TEACHING OF HISTORY IN A HIGH SCHOOL:

1. What place should the study hold in the school, due regard being had for the claims of the other studies generally embraced in the curriculum of a school of this grade?

2. What should be the scope and purpose of the instruction?

3. At what stage of the course should the instruction be given?

4. Explain the general Methods of Instruction you would follow.

5. State the means and appliances necessary for the proper performance of the work by the teacher and students.

TO DETERMINE THE GREATEST COMMON DIVISOR OF NUMBERS BY INSPECTION.

By HENRY A. JONES.

[Author of "An Aid to Numerical Calculation."]

In nearly all of our schools it has been necessary for scholars, in determining the Greatest Common Measure, or Divisor of Numbers, to make the work a *written* exercise. By the application of the following tests, or principles, it can either wholly, or at least in great part, be made a *mental* operation.

It is required to find the greatest common divisor of 12 and 18. The G. C. M. of any two numbers cannot be greater than the smaller number. Therefore the G. C. M. of these numbers cannot be greater than 12. It is likewise evident that it cannot be greater than the difference between the two. Therefore it cannot be greater than 6; and as each number can be divided by six, it is their G. C. M.

If to the above numbers any other number be attached, as, for instance, 15, and the G. C. M. of the three numbers be desired, use the following tests, or principles: The G. C. M. of several numbers can not be greater than the number which is least in value. It likewise can not be greater (*this is the important test*) than the difference between the two which are the nearest to each other in value.

Therefore the G. C. M. of 12, 15, and 18 can not be greater than three, and as each number can be divided by 3, it is their G. C. M.

If to 12, 15, and 18 the number 20 be attached, and the G. C. M. of the four numbers be desired, it is evident from the application of the foregoing test that it can not be greater than two, but as one of the numbers is an odd number, and as an odd number can not be divided by an even number, the G. C. M. of these numbers must be 1.

It can be readily seen that the application of the above principles becomes easier in proportion to the number of numbers whose G. C. M. is to be determined, hence their great value.

It is required to determine the G. C. M. of 740, 335, 296. It cannot be greater than 37, which is the difference between 335 and 296. Thirty-seven is a prime number, hence the fact is determined that if these numbers have a common divisor it must be either 37 or 1, and as each number can be divided by 37, it is their G. C. M. It is obvious that the same reasoning could be applied to any other prime number which is in a similar manner found. Any quantity of examples in illustration of the above principles might be cited, but it is believed that enough have been given to show their value.

The use to which the G. C. M. is commonly applied is in the reduction of difficult fractions to their lowest terms. This operation should not be made, as is sometimes the case, a *trial process*. The thought in this, as well as in any other mathematical operation, should go DIRECTLY to the point desired.

It is required to reduce 323/357 to its lowest terms. The difference between the two terms is 34. Thirty-four is an even number, and can not be a divisor of 323, which is an odd number. Therefore, the G. C. M. must be a factor or divisor of 34, which is an odd number, and such factor is 17. Seventeen is a prime number; therefore the fact is now determined that 17, and only 17, must be the divisor of the terms, or else they are prime to each other. 323 divided by 17 equals 19. At this point the scholar should be taught that it is unnecessary to divide 357 to determine the other term of the reduced fraction, for this term will be the sum of 19 and 2, which is 21. The reason should here be given that the sum of the quotients arising from the divisions of all the parts of a number by the same divisor is the same as the quotient arising from a division of the entire number.

It is required to reduce to lowest terms 529/667. 667—529 equals 138. Exclude from 138 the factor 6, and the factor 23 remains. 23 is a prime number; 529 divided by 23 equals 23. The remaining term divided by 23 must contain it 23 plus 6 times, or otherwise 29 times.

It may be asked why should the factor six be expunged from 138. As one term is odd, and in this particular fraction both of the terms are odd, the factor two must be expunged. By the application of a well-known test the factor 3, which is contained in 138, is not a factor of 529, and as 138 can be divided by both 2 and 3, it can be divided by their product, 6.

It is required to reduce to lowest terms 649/1357. 1357—649=708, which contains the factors 4 and 3, and these are not contained in 649. Therefore, exclude from 708 the factor 12, and the factor 59 remains, which is a prime number. 649 divided by 59 equals 11. Fifty-nine must be contained in 1357 twelve more times, or 23 times. The reduced fraction is 11/23. It is required to reduce to lowest terms any fraction, one of whose terms is an odd number and the other an even number; as for instance, 96/147. Exclude from the term which is an even number the highest power of two, which is one of its factors, for such power is not a factor of any odd number. In the above instance it can thus be clearly seen that the G. C. M. can not exceed 3. The great advantage gained from the methods must be apparent to any teacher.

The knowledge of the G. C. M. can be applied to the solutions of many classes of problems, which arithmeticians, so far as the writer has observed, have solved by means of lengthy processes of analytical induction. When the G. C. M. is applied to such problems the solutions, in many cases, can not only be made mental, but nearly instantaneous operations by the boy or girl of average ability.

The citation and illustration of such problems may hereafter appear in these columns.

TABLE-TALK.

ANECDOTES OF CHILDREN.

A CHILD OF SCIENCE.

Marion, aged five, is very much interested in her brother's natural science lessons. One Sunday her older sister related to her the story of the Ark and Flood. After listening very attentively, she at length exclaimed:

"I don't believe a word of it!"

"Why, Marion! why do you say that?" the sister asked in surprise.

"Why, all those people in the ark would have been suffocated with carbonic acid gas," the child replied.

EXCELLED.

The children at Fort L. were one day holding forth upon the belongings of their respective mamma. "My mamma's got a beautiful silk dress, etc." The climax was reached when one of the number exclaimed: "Well, anyhow, my mamma's got the red-headed baby in the post."

SMALL FAVORS THANKFULLY RECEIVED.

"Mamma, did you thank God just for coffee and rolls?"

"Yes, Nellie."

"Umph! I wouldn't have bothered Him just for that."

WHAT TOM DID.

Four-years-old Belle had been watching Tom, the cat, squeeze through a very small hole under the house. "Oh, mamma," she said, "you ought to have seen Tom! He just mashed and went under!"

A PECULIAR GRASS.

Little P— has been accused and convicted of so many queer pranks that he always expects to be charged with some new deviltry, even when he is altogether innocent. He is very fond of flowers, and naturally artistic in his arrangement of them. He has a special liking for wild flowers, and brings them in from the woods and fields.

The other day he brought in a bunch of blossoms, and among them were some of the variety, unknown by name to this historian, in which a slender, flat, green stalk is surmounted by a little hood-shaped, blue flower.

"Oh, mamma, see!" he exclaimed, "here is some grass with a bonnet on it, and I didn't put it on there—honest, I didn't."

A WISE CONCLUSION.

One summer evening, after Harry and his little sister Helen had been put to bed, a severe thunder-storm came up.

Their cribs stood side by side, and their mother, in the next room, heard them, as they sat up in bed and talked, in low voices, about the thunder and lightning.

They told each other their fears. They were afraid the lightning would strike them.

They wondered whether they would be killed right off, and whether the house would be burned up. They trembled afresh at each peal.

But tired nature could not hold out as long as the storm.

Harry became very sleepy, and at last, with renewed cheerfulness in his voice, he said, as he laid his head on the pillow: "Well, I'm going to trust in God."

Little Helen sat a minute longer thinking it over, and then laid her own little head down, saying, "Well, I guess I will too!" And they both went to sleep, without more words.

A NATURAL QUESTION.

A family party out driving a few days ago had a driver who was extremely voluble. In fact, he monopolized all the conversation. All at once the little fellow of the party pulled his father over to him and whispered in his ear, "Does he charge any more for talking?"

HELEN'S THOUGHTFULNESS.

Helen, four and a-half years old, was taken by her parents to ride on a donkey in the Central Park. She was very timid, but as her younger sister showed no fear, Helen did not like to seem lacking in courage. Finally, as the donkey boy made the animal go faster, she said: "You need not go so fast; you must consider the donkey."

HIS PRAYER.

Baby Herbert, two years old, has picked up from his Hawaiian-born mother many Hawaiian words. One of the most frequently used is "pau"—done, finished. When a thing is "all pau" the baby signifies thereby that, so far as he is concerned, the thing is finished and laid aside. Some nights ago mamma, in putting baby to bed, started him upon his prayers as usual. He said a few words, then suddenly stopped, looked up, and peremptorily exclaimed, "All pau, Dod!" From that time on his lips have been sealed, as far as his prayers go, while mamma is left to her reflections of how often the babies, in their independent unconsciousness, express the sentiments which older sinners act upon but dare not frame in words.

LITTLE FOUR-YEARS-OLD.

Little Four-years-old was in a state of nervous excitement during a violent thunder-storm a few days ago. Running to her mother she laid her head in her lap and sobbed, "Oh, mamma, I'm so 'fraid of thunder." Seeking to quiet her, her mother responded: "You should not be afraid, my child. Thunder is God's voice." This soothed the child, and she went about her play. In a few moments another tremendous thunderbolt was heard. She dropped her playthings, and in an awe-struck voice inquired: "Mamma, what did God say then? Somefin' awful?"

FRANKIE'S DIALOGUE.

Big sister Anna had been putting four-years-old Frank to bed, having deposited him safely in bed, she retired to the next room, whence she overheard the following dialogue, carried on by the young man: "O God, please make little Frankie a good boy, won't you, O God?" "Yes, Frankie: you bet I will!"

READING CIRCLES.

HINTS FOR CONDUCTING READING CIRCLES.

Many teachers are helpless in the use of books. To hunt up difficult questions from a dozen unfamiliar sources, seems to them too intricate for any but specialists. They must be taught to find their way into this labyrinth, choosing for their needs. They must know of the authors who will always repay their perusal. They must know by experience the use of indices, and must master the art of getting what they want out of books which they have not time to read through. The greatest result to be attained in the reading circle is that young teachers be shown how to work and study at home. The success of the circle must depend largely upon the leader. He should possess every qualification necessary for a successful teacher, and not only be acquainted with the subject matter of the text-book used, but have some previous knowledge of parallel readings and necessary references—he constantly receiving assistance from every possible source, and always ready and willing to suggest methods of work.

A list of books and papers suitable for teachers should be kept, and five or ten minutes occasionally devoted to the discussion of recent literature and news. The programs should be made out for at least three meetings in advance. Assign short readings, and require thorough work by having each member report something from outside sources—giving his authorities. Not the least to be gained by such exercises is to know—

(a) In what authors certain subjects are best found and treated.

(b) How to look up subjects for one's self.

Go over the readings in the natural order and review from topics. Give variety to the exercise and thorough investigation and extensive study to special subjects.

A review should always be a comparing, a collating, a generalizing, a close and careful contrasting, and thorough research.

Review, by means of tables, summaries, and abstracts prepared by the members; and thus compel the use of dictionaries, cyclopedias, maps, etc.

The exercises may be varied—

(a) By selecting the most important work to be discussed at the circle, leaving the rest to be read at home.

(b) By assigning each member a different line of work.

(c) By a pre-arranged talk or paper from some one while others make citations or relate anecdotes, or give illustrations of prominent characters or subjects.

GENERAL EXERCISES.

AROUND THE WORLD.

A RECORD OF TRAVEL FOR THE GEOGRAPHY CLASS.

The following record of a journey around the world, taken from the *Herald* of this city, can be excellently used for general exercises or in the geography class. The questions will indicate the kind that teachers can ask.

The United States corvette Enterprise, Commander A. S. Barker, United States Navy, six guns and 192 officers and men, arrived yesterday from a cruise of three years and five months in the China seas.

What is a corvette? Define "cruise." Where are the China Seas?

The cruise was quite eventful. The ship sailed from Norfolk, Va., December, 1882, proceeding to Cape Town. She ran a line of deep sea soundings across the Atlantic and discovered several shoals about half way in the South Atlantic.

Where is Cape Town? Could the ship have gone to China in any other direction? What are deep sea soundings? With a pointer mark her course. Where did she find the shoals?

From Cape Town the ship went up the east coast of Africa, stopping at Port Elizabeth and Natal. Thence she went to the west coast of Madagascar. In Madagascar the officers visited eight ports on the east and west coasts, including Tamative, the seaport of the capital, where they were kindly received. At Tamative the French admiral would not allow the officers to visit the shore unless they went in the French boats, the port being under blockade and occasionally bombarded.

The Comoro group of Islands, to the northward and westward of Madagascar, was next visited, and the course thence was to Zanzibar. The Seychelle group was touched, but the stay was very brief in consequence of the existence of smallpox on the islands.

Many questions will suggest themselves; as, How far is Port Elizabeth from Cape Town? How large is it? Climate? Trade?

Zanzibar will suggest many questions concerning Livingstone, Stanley, and the region of the great central African lakes.

IN INDIAN WATERS.

The corvette then crossed the Indian Ocean, running a line of deep sea soundings, and reached the Straits of Sunda a few days after the terrible eruption of Krakata. Many results of the fearful catastrophe were observed. Batavia was next visited, and the services of the ship were tendered to the Dutch government to survey the channel, and relieve the sufferers by carrying provisions, for which the home government sent thanks. After a short stay the Enterprise went to Singapore, when her projected cruise to Borneo was interrupted by orders to proceed to China, owing to outbreaks at Canton.

The ship was two years on the China station, and was present at the naval engagement at Foo Chow between the French naval forces and the Chinese army and navy, and was able to perform valuable service not only to the foreign residents, but to the wounded men of the Chinese forces. One hundred men were landed, and aided in protecting the foreign settlement. After this incident the ship was employed in guarding the Chinese and Korean ports, much to the regret of the officers, who desired to visit the Japanese ports, which are very popular among naval officers.

ORDERED HOME.

There was plenty of unpleasant duty for all hands, and every one was glad when orders came to proceed home. The ship left Hong Kong July 27, homeward bound, via Australia, making a stay of one month at Melbourne. This was the second visit to the port by the American navy on record.

In Melbourne the officers had an official reception. The country was open to them, and they were the guests of the entire colony wherever they went. Dinners, balls, and open air entertainments of every kind were tendered them. The officers pronounce the visit to Melbourne the most pleasant feature of their cruise. The Australians always welcome their American cousins.

The ship then visited Wellington, the capital of New Zealand, where they were very kindly received. They were entertained at a handsome ball by Mr. Levin, the American consul, which was attended by the governor and all the higher officials. Captain Barker had the honor of representing the United States Navy at the closing of the New Zealand Exhibition. The Common Council came off to the ship and presented an address of welcome and the freedom of the city to the commander and all the officers. Free passes were sent to everybody on board of the ship for all the railways in New Zealand and Australia. All the clubs extended their hospitality to the officers.

IN THE PACIFIC.

The ship ran a line of deep sea soundings from Wellington to the Straits of Magellan, dropping the shot every seventy-five miles, taking observations as to the nature of the bottom, the density and temperature of the water, and obtaining the characteristic specimens from the bottom.

At Sandy Point, the Chilean settlement on the straits, the ship stopped one day to coal. Thence the course was to Montevideo, where the ship laid ten days, coaling and provisioning, the men being given liberty, which they did not abuse.

From Montevideo the ship proceeded to Bridgetown, Barbados, taking deep sea soundings along the line of passage. Staying here three days she sailed for this port, stopping at St. Thomas for coal, still continuing her deep sea work. North of Porto Rico, in one of the casts, a depth of 4,529 fathoms was made and specimens were brought up.

The Enterprise has traveled more than sixty thousand miles since leaving this country, and successfully circumnavigated the globe without loss of life other than from natural causes. Seventy ports were visited, and the flag was displayed to great advantage to American residents in all quarters of the world.

"Dear me, dear me,"
Said a busy bee;
"I'm always making honey.
No time to play
But work all day;
Isn't it very funny,
Very, very funny?"

"Oh, my, oh, my,"
Said a butterfly,
"I'm always eating honey.
And yet I play
The liveliest day,
Isn't it very funny,
Very, very funny?"

THE THINGS OF TO-DAY.

EX-SENATOR DAVID DAVIS recently died in Bloomington, Ill., at the age of seventy-one. Judge Davis's first appearance in National politics was in 1860, when he urged Lincoln's nomination at the National convention. He remained one of Lincoln's strongest supporters and friends, and was by him made a justice of the United States Supreme Court, in 1862.

In Paris the scheme to allow a "lottery loan" of \$120,000,000 to be made by the Panama Company has been referred to a committee, and will probably be abandoned.

In college boating matters, Yale having easily defeated the University of Pennsylvania and Columbia having defeated Harvard, the Yale-Harvard race on Friday promises to be unusually exciting.

MAYOR GRACE has recommended the removal of General Shaler from the New York Board of Health.

Interesting experiments are being made with the dynamite gun by Lieutenant Zalkoskie.

On motion of Mr. Edmunds the U.S. Senate rules were so modified as to permit debate on a motion to reconsider. Accordingly, a debate took place on Mr. Hawley's motion to reconsider Senator Beck's bill forbidding Congressmen to act as attorneys for subsidized roads. Messrs. Hawley, Edmunds, and Evans spoke of the bill as a reflection on members of Congress. Senator Beck replied that this was true of all laws in reference to Congressional offenses. The motion to reconsider carried, and the bill was referred to the Judiciary Committee.

MR. BLAIR submitted an amendment to the Timber Culture act providing that not more than 640 acres of the desert lands should be held by a single owner.

MR. HUXLEY, of California, introduced into the House a resolution that inasmuch as the officers of the Union Pacific Railroad were alleged to have broken the laws of Congress, the Attorney-General be directed to prosecute them civilly and criminally.

The House spent one day in debating the amendment to the rules providing for a special tax clause to pension bills, and the day following was consumed in filibustering, conducted by the opponents of the measure.

The Fitz John Porter bill passed the Senate by a vote of 30 to 17, and now goes to the President.

The Senate Committee on Rivers and Harbors increased the items of the House bill by over \$2,800,000.

The drift of the borough elections is unmistakably against Home Rule. The election news is confusing when taken in detail, in not being apparent in all cases whether successful Unionists replace Tories or Gladstonian Liberals. But the outlook for the Prime Minister is certainly unfavorable. The county divisions may disclose unexpected gains for him as they did last year, and in this way his losses in the boroughs may be counterbalanced. It is possible that the rural constituencies will yet come to the rescue of Ireland; but this result is not to be regarded as probable.

REPRESENTATIVE BAYNE, of Pennsylvania, attacked the President for his policy of vetoing private pension bills. The President was defended by Mr. Matson, of Indiana.

The House passed a bill requiring the issue of small silver notes representing all the surplus silver in the Treasury. What was very singular in regard to this measure was that the anti-silver men offered no considerable opposition to it.

The Tariff bill introduced by Mr. Randall provides for a reduction of \$35,000,000 in the revenues of the Government; \$26,000,000 of this reduction arises from the removal of all internal revenue taxes on tobacco.

A liquor-law case which has just been decided by the New York courts is not so important, but is fortunately without any element of uncertainty. The Court of Appeals has decided that liquor-selling is forbidden in all places where any kind of theatrical performance is presented.

There is now before the Illinois courts a case where the Chicago and Northwestern Railroad is being sued by beer sellers for refusing to violate the town law by transporting beer into that state.

In Atlanta, Georgia, the brewers have announced their determination to defy the prohibition law, which went into effect July 1. They claim that under their charter they have a vested right to continue their business, and that the prohibitory law is unconstitutional.

In the political campaigns now at hand, the Prohibitionists are developing exceptional strength in New Jersey, Western Pennsylvania, and various parts of the South. In the South the Prohibition fight has heretofore been made in counties and districts without any regard to party lines. Now, in some sections, the Prohibitionists are forming themselves into a political party.

LORD CHURCHILL has contributed his share to the week's contest by positively denying that he ever supported the policy of Irish autonomy, as asserted by Mr. Parnell at Plymouth. He has also, as he is wont, said very disagreeable things about which no one seems to greatly concern himself. Among other bombastic utterances, he declared that Home Rule would place the Irish Government in the hands of a Catholic Celtic peasantry under the control of American adventurers and an unscrupulous, fanatical priesthood. He had nothing to say to the American dynamite and dagger faction but to offer the old English challenge: "Come on; our prisons are large and rope is cheap."

The substitute for the Edmunds Anti-Polygamy bill which has been reported to the House by the Judiciary Committee is a radical measure against the Mormon power. It strikes out the clause in the Senate bill creating a board of trustees over the Mormon Church and Emigration Society, and inserts an amendment repealing the charters of these organizations, thus putting an end to them as legal corporations. Female suffrage in the territory is to be abolished, and all voters are to be required to take oath to obey all laws of the United States, and, in particular, those directed against polygamy. Provision is made that polygamous wives and children shall not inherit property. The government of the territory is to be placed almost entirely in the hands of officers appointed by the United States Government.

EDUCATIONAL NOTES.

A GLANCE AT THE COLLEGIATE INSTITUTIONS OF NEW YORK AND BROOKLYN.

Columbia College is in a healthy, prosperous condition. It has several departments, each of which has special commencement exercises. The number of undergraduate students is about two hundred and fifty; in the School of Mines, there are over five hundred; in the Law School, about three hundred and fifty, and in the School of Medicine, which has only an educational connection with the college, about five hundred. The School of Political Science was established only five years ago with a very small number of scholars, but is increasing rapidly. In this department the faculty has instituted a Political Science Quarterly, of which the first number has appeared and has already a big list of subscribers. The graduate department opened but a few years ago, yet is apparently destined to become one of the most useful for the college. It had twenty-four students this year, of whom six took the degree of Ph.D., or Doctor of Philosophy at this commencement. This department has one lady member from Wellesley College, Mass.

Manhattan College, New York City, is under the charge of the Roman Catholic Order of Christian Brothers, who are never ordained but devote themselves to the Christian instruction of youth. The average attendance of students is about three hundred, most of whom board at the college.

The only women's college authorized to grant degrees in this state is the Rutgers Female College, organized in 1838, and chartered to confer degrees in 1867. It has four departments,—kindergarten, academic, sub-collegiate, and collegiate. There were eight graduates,—one from Texas, one from Indiana, and the rest of New York City.

Rutgers College has had an unusually satisfactory year. Its standard of scholarship and discipline was raised twenty per cent., some time ago, and scientific physical exercises have been made compulsory in the lower classes, while much care and attention has been paid to modern languages.

The college of the city of New York opened the year with nine hundred and seventy-eight students, but this number has been reduced by mid-winter examinations, etc., to about eight hundred. The college has sustained a severe loss in the death of Dr. John C. Draper, professor of natural history, philosophy, and hygiene. He has been succeeded in the professorship by Dr. William Stratford, who was for nineteen years a tutor in the college.

St. Francis Xavier's College in New York City, conducted by the Fathers of the Society of Jesus, was founded in 1847, and in 1861 was endowed by the State Board of Regents, with full collegiate powers and privileges. The average attendance of pupils for the year has been about three hundred and sixty. Most of the pupils are from New York City, but there are quite a number from other places within a hundred miles of the city.

The Packer Female Institute, which is thirty-five years old, this year sent out its largest number of graduates. The year has been very prosperous, and another building will be added which, when completed, will be devoted to lecture-room and laboratory purposes. This building would have been commenced sooner, but for the labor troubles. Miss Grover, of the University of Michigan, has been engaged for next year, to give special attention to physiology.

St. John's College (Catholic), situated at Fordham in New York City, graduated a class of twelve this year. The average attendance, including boarding and day scholars, has been about three hundred. The library will next year move into a new building, 120 feet by 50, and three stories high. It is expected to be built in about two months, and ready for use by September.

The University of the City of New York includes three departments,—arts and science, founded in 1832; medicine, founded in 1841; and law, founded in 1858,—each under its respective faculty, and all under a council of thirty-two, who comprise the corporation. The commencement of the medical department was on March 6, with one hundred and seventy-one graduates, created Doctors of Medicine. The department of law held its commencement, May 27, at the Academy of Music, with about thirty graduates; that of the arts and science department graduated about twenty, June 17.

The commencement exercises of the Collegiate and Polytechnic Institute of Brooklyn, N. Y., were held at the Academy of Music, June 16, the degrees of Bachelor of Arts or Bachelor of Sciences were conferred on about thirty young men, by Regent McIlwain of the State Board of Regents. The examinations are public and usually commence about June 1, and continue until commencement. The last year has been unusually prosperous, and it is now proposed to add one year to the course of Chemistry, and increase the curriculum by the addition of electrical engineering, commencing with the next term. The work of the "Poly Boys" in the art classes was on exhibition in the reception-room for public inspection, for some time.

The twenty-fourth year of St. Francis Academy closed with the commencement exercises at the Academy of Music, in Brooklyn, June 30. Bishop Loughlin presided at the graduation of eight students. This has been a fairly successful year, three hundred students having been in attendance at the college proper, and an additional building, 120 feet, by 40 feet, and four stories high, having been erected.

The closing exercises of the Adelphi Academy, in Brooklyn, began June 11, with an exhibition of the year's work in art, and ended with the graduation exercises of the senior class on the evening of Thursday, June 18. There will be a large new building erected just south of the present academy, thus providing extra accommodations for the constantly increasing classes.

SUMMER HOMES.—The JOURNAL has given hints from year to year to teachers where to find suitable places in the country, for rest and recreation. The line of the Ontario and Western R. R. gives quick access to elevated regions. At Fallsburg station one can reach Grahamsville by stage, and here Mr. John Reynolds has a good home to offer. The views are pleasing; the walks delightful. From the same station Monticello is reached by stage, there

Mr. Lewis Decker's farmhouse will be found a good place to stay; the air here is something wonderful in its building power. At Delhi Mrs. White has a good boarding-house, it is on the edge of the village. All of these charge moderate rates, \$5 to \$7 per week. These are places that have been visited by the editor and he speaks from experience. But there are an abundance of boarding-houses at Liberty, and many other points, so that any one can be suited. Of Liberty much might be said; the air here is like that at Monticello, very clear and bracing; to sit in it day by day is sure to be most beneficial to tired city people. Another point is that the Ontario & Western give return tickets good for a month, a good feature.

This road is first-class in all its appointments, and an excursion on it is worth taking for the picturesque views one may obtain. The company has arranged to have a fine coach line to White Lake from Liberty. White Lake is a charming rural region. Mrs. Waddell has a fine boarding-house, rates \$8 per week. But there is no end of delightful places in Sullivan and Delaware Counties.

COLORADO.

The next session of the Larimer Co. Institute will be held at Estes Park, the great summer resort for Northern Colorado. Supt. McCreery says that if the National Education Association will not go to Colorado some of its best talent will, for he has engaged them for the institute. Col. and Mrs. Parker will be present the first five days. The former will talk on the subjects of reading, language, arithmetic, history, psychology, and pedagogics; and the latter will give elocutionary drills in the Del Norte system. Col. Parker will give three evening lectures, and Mrs. Parker two. Mr. Theodore F. Seward, of New York, leader of the Tonic Sol Fa movement will be present and give some musical talks.

CONNECTICUT.

The closing exercises of the New Britain state normal school were held June 24. They were of unusual interest, and a large number of the alumni were present. One of the most interesting events of the day was the address of Dr. T. T. Munger, of New Haven. He spoke on the subject: "The New Relation of Woman to Society." He said that this 19th century, now rapidly drawing to a close, was witnessing a change in the relation of woman to society. This movement on behalf of woman seemed universal, not the less in this country than in India or China. Victor Hugo said that the conundrum of the day is woman. Man is a known factor in the world, but woman's sphere is hardly yet discovered. Miss Ivanor M. Ferris read a thoughtful essay on "Myths and their Influence." She began by saying that there was little room for the romantic and heroic in this work-a-day world, yet they have a value in the training of the imagination, and it is an undisputed fact that an active imagination is of incalculable value in all studies. It is true, too, that imagination, and love of beauty, should be cultivated for their own sake as a means of happiness. Education should fit one for enjoyment as well as for work. Miss Lillie H. Burritt showed the "Practical Value of Art Education." It leads to the development of correct taste, and makes better workmen. English manufacturers pay the expenses of their apprentices, incurred in the study of drawing, that they may receive better work from them. Miss Helena D. Cowles, in an essay on the "Model School Teacher of Former Days," gave a very interesting review of the life and work of Dr. Arnold of Rugby. Miss Estelle M. Hart wrote of "Connecticut Schools, Past and Present." Miss Lizzie M. Leete read the last essay on "The Common Schools a Preparation for Citizenship." She did not believe it necessary that every citizen should receive an education which would enable him to argue political questions in popular assemblies, but as every citizen counts one at the polls, it is imperative for the good of the republic that these future citizens receive the best and broadest education which the common schools can give them. We are too likely to make an arithmetical calculation of the intelligence of our republic. We take great pride in telling how large a per cent. of our population can read and write. This is certainly something of which we may well be proud, but it is not the highest point to be aimed at. When a teacher has succeeded in making pupils think intelligently and independently, he has done infinitely more for them than one who has succeeded only in giving a bulky mass of mere facts. Lieut.-Gov. Cooke presented the diplomas and made the closing address to the graduates.

ILLINOIS.

The Marquette School, of Chicago, under the management of Prof. Williams, its original superintendent, is doing some very fine work in writing.

For many years past the Joliet high school has not been what a city of its size could wish. From 1870 until 1879 there were no graduates. In the latter year there were three young lady graduates, also three in the year following. In 1881 there were only two graduates, and in 1882 there were five; but every year since that there has been a steady increase in the number, until Friday evening, when Prof. Robbins and his assistants were able to bring forward a splendid-looking class of sixteen. Seated upon the stage was every member of the school board, some ex-members, Prof. Darling, superintendent of the schools, and Rev. J. H. White. At the close of the exercises Prof. Darling made a brief address and presented the diplomas.—The Waukegan high school graduated a class of eight, June 24.

Last year the committee on text-books and course of instruction of the Chicago Board of Education recommended that small libraries be established in each of the grammar schools. An effort in this direction has been made, and at the comparatively trifling outlay of a little over \$2,000 twenty of such schools are now supplied with small but carefully selected libraries, to which additions are being constantly made.

Commencement exercises of the East Aurora high school were held June 27. Thirteen graduates received diplomas. The alumni banquet was held Friday evening. Jennings's seminary graduated a class of twenty on the 23d.—The closing lecture of the Rockford Female Seminary was delivered by Dr. Lyman Abbott, of the Christian Union. The class day exercises of the high school pupils took place on the 24th. No essays were read by the graduates; instead was an address by the Hon. Richard Edwards, candidate for state superintendent of schools.

IOWA.

PAUL O. C. SCOTT, of Osage, will conduct the Clarke County institute, to be held at Osage, July 19-20, and assist in those of

Mohaska and Hampton counties, to be held Aug. 2-20, and Aug. 23-Sept. 3, respectively, the former at Oskaloosa, and the latter at Hampton.

Supt. DAN MILLER, of Jasper County, will hold a normal institute at Newton for a term of three weeks, beginning Aug. 2. The instructors will be Prof. I. A. Loom, principals W. A. McCord and H. M. Bell, Miss Alice Wilson, and the Rev. David Brown.

Prof. C. P. COLGROVE, who, for the past four years, has held the position of an instructor in the Upper Iowa University, takes charge of the Waukon public school. His successor in the university will be Prof. H. F. Kling, who, for the past three years, has had charge of the Fayette public schools, and Mr. S. S. Wright, a graduate of '86 from the Upper Iowa, succeeds Mr. Kling. In the university, all the other teachers remain, and in the graded school Misses Markham, Cavanaugh, and Hatch remain. Miss Widger takes Miss Thornton's place as primary teacher.

A report from the Dallas County teachers' institute, held at De Soto, June 11-12, mentions, among the interesting features of the meeting, the introductory remarks by Supt. D. O. Mahoney setting forth the importance of teachers' institutes and their object; Prof. J. H. Heal's address upon "Penmanship;" Rev. Wm. Haughton's paper on "Morals in the School-Room;" The different ways of teaching this, presented by Mrs. G. N. Merrill, Miss Hinds, and Messrs. Morgan, Mahoney, Rice, and Heal; Dr. C. V. Porter's paper, "The Natural Course of Study;" Miss Robertson's address on the methods of teaching in the graded schools of Jersey City; Supt. D. O. Mahoney's paper, "The Teachers' Influence;" and the lecture in the evening by Prof. A. J. Hutton, of Plattville, Wis., on "The Growing Burdens of American Citizenship."

The Eastern Iowa normal school, under the management of Edwin R. Eldridge, is a live institution. Its progressive, wide-awake spirit is manifest in its circular. "Young women of snap and ability will be welcomed to any of our departments." "Ours is a 'normal school' in every course given, i. e., our methods are claimed to be both natural and modern; hence we belong to the idea of the 'New Education' of Pestalozzi, Froebel, and Mann, including all that has become a part of the said New Education, evolved since the days of the great expounders mentioned. We live in a day of wonderful educational activity carried on by skilled men and women, whose labors upon the great sub-structure of Pestalozzi are rearing a majestic educational system. Of this magnificent system Eastern Iowa normal school is proud to be a part, animated by the great spirit of progress felt by all. True progress discards not the old because it is old, nor embraces the new because it is new, but

'Seizes the true
Whether old or new,'
and utilizes it in advancing."

KANSAS.

The tenth annual session of the McPherson Co. Normal Institute will open at McPherson, July 19, for a term of four weeks; Conductor, J. N. Wilkinson; Instructors, J. H. Everest, Frank A. Hutto, and John A. McClain.—The Normal Institute of Dickinson Co. will be organized at Abilene, July 19, for a term of four weeks. It will be conducted by Dr. P. I. Williams, of the State University, and C. S. Parmenter, of Baker University. There will be a number of lectures by prominent educators, and at the close of the institute each member will be furnished with a certificate of attendance.

MASSACHUSETTS.

There has been a large attendance upon the sessions of the Music Teachers' National Association in Boston. The discussions were lively and rather personal.

NEW YORK.

Prof. GEORGE F. CUTTING has been asked to resign the principalship of the Auburn high school; for what reason does not seem apparent. One grievance charged by the board was an "escapade" of four or five of the pupils last winter at a time and place entirely beyond the jurisdiction of the principal, but for which he dealt out justice to them when their doings came to his knowledge. Since then the boys have shown repentance and everything has gone on most harmoniously. The school has increased rapidly under Prof. Cutting's guidance, and a new building, in the erection of which he has been largely instrumental, is nearly finished. Those interested in tenure of office for teachers will wait with interest to know whether Auburn is to join the lists with Cincinnati and Cleveland, or whether there was good reason for making a change.

June 30 was diploma day at the Brooklyn Teachers' Training School, on Berkeley Place, near Fifth Avenue. Diplomas were presented to Mary F. Allen, Addie Chown, Mary E. Collins, Christina A. Clark, Hattie Cole, Susie W. Delph, Mena Downing, Mary K. Diefendorf, Alice W. Eus, Hattie Goodsell, Kate E. Henshaw, Mary A. Mathews, Jessie J. Martin, Lucie A. Quin, Harriet L. Ryder, Johanna L. Ris, Cecelia Russell, Minnie Shaw, Beulah C. Scott, Addie A. Storie, Carrie Belle Taylor, L. S. Williams, and A. R. Wellwood.

Seventeen new members of the Brooklyn Board have been appointed for terms of two years.

The twelfth annual commencement of the Plattsburgh high school was held June 23. Hon. Andrew S. Draper, superintendent of public instruction, was present, presented the diplomas, and gave a very thoughtful address to the class, of which the following are worth perpetuation. The first is a high compliment to the Plattsburgh high school, and shows what may be done in moral training:

I have heard it said that there is a point upon the Isthmus of Darien, so narrow that at times the attentive listener can catch the roar of both oceans. More narrow is the vantage ground upon which you stand to-night. The past is close behind you; a new future is close upon you. That future will be which you make it. You have come to a fork in the road and you can take what path you please. There is not much doubt or uncertainty as to results. The superintendent of schools has commended you to me most roundly, and a prominent gentleman of this town told me this morning that there was not a member of this class who would drink, use profane language, idle away his time in public lounging places, or do anything which would dishonor his home or disgrace his Alma Mater. If this be so, if you have the elements of manly and womanly character, if you can be steadfast and persevering, if you can be liberal minded, public spirited, and progressive, if you can withstand opposition and ignore criti-

cism, if you can have the patience to bide your time and wait for results, you will surely succeed. If you are unsound at heart, if you are weak, and narrow, and vacillating, your life will be hardly worth the living.

You have more book knowledge than the majority of young people of your age. But such knowledge does not constitute the greater part of that education which is requisite to success in the world's affairs. If it did, the world would be full of learned fools and ignorant wise men. I know men who are possessed of all the parchment and gold-medal honors which the best educational institutions of the land can bestow, who are yet miserable failures in the practical affairs of life; and I know other men who, growing up in poverty and without the advantages of the schools, are yet possessed of general information, have accumulated property, have won honorable place among their fellows, and are general officers, army corps and division commanders upon the great battle fields of life.

OHIO.

With the beginning of the summer holidays Supt. Hinsdale's connection with the schools of Cleveland ceases. His retirement is no reflection upon his ability or industry, but rather one upon the wisdom or integrity of the board. It is well known that Mr. Hinsdale's superintendency has been marked by satisfactory and striking results. Under his charge the registration of pupils has increased 7,000, and the average daily attendance 5,000, requiring eight new school-houses and 131 new teachers for their instruction alone. The former degree of efficiency has been maintained and improved upon until now the reputation of Cleveland's schools is second to none in the country. But a combination of members of the Board of Education found him more devoted to the interests of the schools than compliant with their personal wishes. The conspiracy thus formed for his defeat was reprehensible and pernicious. The votes of the eleven members of the board by which he was defeated, however, were morally and physically overshadowed by the demonstration of popular approval and affection he received from the audience of nearly five thousand citizens who attended the high school commencement exercises in Music Hall, and the substantial token of regard from the staff of teachers on the same evening—a handsome and valuable service of silver. The patrons of Cleveland's public schools will long remember Mr. Hinsdale with feelings of kindness and esteem.

PENNSYLVANIA.

The closing exercises of Friends' School, Germantown, Philadelphia, occurred on the 18th of last month. The principal, Henry N. Hoxie, resigned with the beginning of the term, after long service, for a year's rest.—The closing exercises of the William Penn Charter School, Philadelphia, of which Richard M. Jones is head master, were held June 11.

The Classical and Scientific Institute of Western Pennsylvania has a normal course corresponding to that pursued by teachers in the Pennsylvania normal schools, requiring from one to two years for its completion.

SOUTH CAROLINA.

Notwithstanding South Carolina is to lose her "Schoolmaster" governor, of whom she is so justly proud, she is wide awake to educational progress. Unusual interest is manifested in institute work this summer. Prof. T. J. Mitchell, of Charlotte, N. C., is holding a very interesting institute at Chester. He is assisted by Prof. Morrison, of Spartanburg, and Prof. Withrow, of Chester. This institute is already pronounced a grand success.—Prof. Morrison, assisted by Dr. S. Lander, will conduct an institute in Anderson Co.—A normal institute and the state teacher's association will be held at Greenville.—The Faculty of Spartanburg and Laurens institute will be Prof. F. C. Woodward, Dr. J. H. Carlisle, Prof. J. A. Gamewell, Misses L. Carson, and M. V. Woodward.—Clarendon Co. has engaged the services of Prof. Baer for a conductor. Prof. S. A. Nettles and W. B. Bonham will assist.

TENNESSEE.

Mrs. W. H. HORTON, superintendent of public instruction in Shelby County, is the only lady holding such a position in Tennessee. Under her supervision the schools have been raised to a high standard of efficiency. Normal schools are springing up in every county. Jefferson will have two, one conducted by W. H. Bradshaw, the other by G. W. Fox. There will be no teachers' institute in Franklin County, owing to the normal schools that will be held during the summer. Knox County expects the attendance of 100 teachers at the normal school at Thorn Grove from July 5. The assistants will be the most experienced and efficient teachers, who will practice and discuss the best methods. The superintendent of Wilson County is reported as making a great effort to raise the standard of education, and to enlist the people in its cause. He is succeeding to a great extent. The county has but \$20,000 to expend on its public schools, employing 121 teachers for four months in the year. But the teachers are young, intelligent, and enthusiastic, and no county can show a set of teachers that works harder for less money.

VIRGINIA.

The Peabody Normal Institute will begin its four weeks' session at Staunton, July 15. Prof. Frank M. Smith, member of State Board of Education, Tennessee, will be superintendent, assisted by Prof. S. S. Parr, of Indiana, Principal of Normal Department, Prof. F. V. N. Painter, of Roanoke College, Miss Parrish, of Farmville Normal School, and Miss Brimblecome of the same institution, head of music department. Prof. S. H. Owens will deliver his popular lectures "Normal Institutes," "Modality of Instruction," "Physical and Vocal Culture;" Capt. H. L. Hoover, "Moral Training in the Public Schools;" Maj. Jed. Hotchkiss, "Geology and Geography." Prof. Wm. H. Kable, A.M., and others will also render assistance. The whole course of instruction will have direct reference to the principles and practice of actual school-room work.

WISCONSIN.

The commencement week exercises of Carroll College closed on Friday morning with an alumni reunion at College Grove. On Sunday the annual sermon to the students was preached by Rev. Edward K. Strong, of Beaver Dam. Rev. Charles H. Richards, D.D., of Madison, delivered a lecture at the Presbyterian Church on Wednesday evening, subject "Life as a Fine Art," and on Thursday evening the graduating exercises were held.—The graduating exercises of the Kenosha high school took place June 23. Supt. James Cavanaugh presented the diplomas.

The resignation of President Chapin, of Beloit College, was tendered to the board of trustees at its meeting, June 28. Accompanying it was a letter stating that years ago he decided to with-

draw from active work when he reached the age of 70, and as that point had been reached and passed, he desired to put his intention into effect. It is not yet known who will be his successor. It is said that some of the members of the board are favorably disposed toward Prof. T. C. Chamberlain, while the others support Rev. G. D. Eaton, until recently pastor of the Congregational Church at Oak Park, Ill., who is also President Chapin's choice for the position.—Prof. C. W. Merriman, of Beloit, was recently fatally shot in a struggle with two burglars.

NEW YORK CITY.

GRAMMERCY PARK SCHOOL AND TOOL-HOUSE ASSOCIATION

—Mr. G. Von Tanbe, the principal of this school, has worked out a very satisfactory solution of the industrial training problem. Hand work from the card-board modeling of the kindergarten to that of the chemical laboratory and steam and electrical engineering shop is here carried on. This tool-house where the regular students of the school work afternoons, and where pupils from outside are also admitted, consists of a series of workshops well supplied with all the machinery and tools needed for working in wood, joinery, turning, scroll sawing, etc., work in metal, printing, photography, and practical chemistry. Among the products of the last term's work is a steam-engine which the boys drew, modeled in wood, sent to the foundry to be cast, and completed after its return. Also the complete model of the suspension bridge even to the electric lamps upon it. This was exhibited at the recent industrial exhibition, of the Industrial Education Association in New York City, and took a prize.

The result of the examination of candidates from the public schools for admission to the normal college has been decided by President Hunter and the teachers of the college. To each school in the city, from which there had been a class of graduates examined for admission, a circular was sent containing the number of those who had passed the examination. There were 1,004 applicants, and as only 600 new students can be admitted to the college, the 600 were taken in the regular order of their standing in the examinations. There were 88,000 slips of paper inspected and marked by the teachers in the ten days after the examination. The standard of admission was found, when all the papers were reported, as 84 1/2 per cent. The highest standing in all studies was obtained by one of the girls from Grammar School No. 47, in E. 12th St., and was a fraction over 90 per cent., but the highest average was obtained by the class graduated from the Normal College Training School, which obtained over 90 per cent., and all the candidates passed. Of the 600 candidates more than 200 received 90 per cent. or over, and nearly 400 between 85 and 90 per cent.

PRESIDENT HUNTER, of the normal college of this city, recently sailed for Europe. He takes his daughter Anna with him. The best wishes of a host of his friends will follow him, who will welcome his return with great pleasure. For fifteen years he has given the college, over which he presides, the best work of his life. May he long be spared to see it grow to still larger proportions and exert still greater influence for good.

Graduating exercises, receptions, etc., were held at the following grammar schools, July 1: No. 10, Mr. Thomas G. Williamson principal; No. 61, Mr. Evander Childs; No. 41, Miss Cavanaugh; No. 15, Mr. Frederick W. James; No. 22, Mr. S. W. Merritt; No. 54, Mr. David E. Gaddis; No. 49, Miss Frances E. A. Gutch; and No. 78, Miss Kate M. Falvey.

The last of the graduating receptions were held July 2. Grammar schools No. 53, Miss Salome Purroy; No. 12, John J. Delaney; No. 60, Jonathan D. Hyatt; and primary schools No. 41, Miss Pauline L. Loss; and No. 34, Miss Cassie C. Burke. The East Side Industrial school, Miss Anna Johnson, principal, also held its closing exercises July 2.

The Board of Education will improve the time during vacation to repair and improve about 130 of the school buildings, and a number of new ones will also be erected during the year. A new grammar school at 10th Ave. and 50th St. will cost \$110,000. In the Eighth ward there is to be a new school in King St. The Twelfth ward is to have two new school buildings—one at Lexington Ave. and 90th St. and the other at 156th St. and 10th Ave. There will be built in the Eleventh ward a new school in Cannon St. In the Twenty-third ward two new schools—one at Welles Ave. and the other at High Bridge—are projected. At 10th Ave. and 80th St. a new school is to be erected costing \$145,000.

ASST. SUPT. JONES, of this city, has left on a trip to the west. This closes the twenty-ninth year of his work as an examiner in the New York City schools. Supt. Jones is justly esteemed as a man of superior ability and tact. His work will remain in the memory of thousands long after he has closed his labors here.

The Board of Education held an important meeting June 30, the galleries were crowded by a number of interested ward trustees, inspectors, and teachers. Jacob D. Vermilyea, president pro tem., was in the chair, and the first resolution that drew fire from some of the commissioners was the one accompanying the report of the Committee on Evening Schools appointing James J. McCoy to the position of principal of Male Evening School No. 22. The report stated that Eugene F. J. Gutagell was the choice of the board of trustees, but that, in so far as Mr. McCoy had rendered satisfactory services, they recommended the latter's appointment. Commissioner Tamsen moved an amendment that Mr. Gutagell's name be substituted for Mr. McCoy's in the committee's resolution.

Commissioner O'Brien, chairman of the Committee on Evening Schools, explained that the committee had heard of an understanding or "deal," so called, by which one was promised, some five years ago, to replace another. As long as he was a member of this board, with supervisory power, he would exercise it regardless of the trustees' recommendation. He then quoted Mr. McCoy's record as having been "excellent" during four years. In this he was corrected by Commissioner Tamsen, who declared that it had been "excellent" twice and "good" twice. After a considerable number of motions pro and con Mr. McCoy's name was shelved, and by a vote of 10 to 4 Mr. Gutagell was appointed principal of this evening school against the recommendations of the board's committee, and thus sustaining the action of the trustees. Another report by the same committee appointing

Richmond B. Elliott principal of Junior Male Evening School No. 52, was also defeated, but no one was appointed in his place. The question of adding drawing to the course of studies in the evening schools of the Seventeenth ward coming up, the discussion became quite lively whether it was mechanical or free hand-drawing that was wanted. The evening high school was so overcrowded by those desiring instructions in mechanical drawing that no more could possibly be accommodated. The matter was referred to the Committee on By-laws. After the board had appointed teachers for the several evening schools for the term of 1886 and 1887, Commissioner William Wood offered resolutions referring in fitting terms to the loss the board had sustained by the death of its clerk, Lawrence D. Kiernan. Commissioner Rosa B. Perkins eloquently seconded the resolutions and in brief terms portrayed the life and service of the late clerk. Commissioner Schmidt added his tribute, after which, the resolutions having been ordered to be spread in full on the minutes, the board adjourned.

The closing exercises of the following schools took place June 30: Primary School No. 1, Miss Elizabeth D. Fitzgerald, principal; Grammar School 2, F. J. Haggerty; Grammar School 68, female department, Mrs. Lizzie H. Walker, male department, Mr. E. A. Howland; Grammar School 72, Miss Lizzie A. Pardee; Grammar School 70, Miss Kate G. Broderick; Grammar School 30, Miss Eliza M. Jackson; Grammar School 70, Mr. Henry C. Litchfield; Grammar School 45, Miss M. E. Tate; Grammar School 42, Miss Caroline Hopkins; and Grammar School 26, Mr. Hugh Carlisle. Mr. W. F. Lyons, principal of Grammar School 62, gave a very merry reunion to the graduates of that school Tuesday evening, June 28.

At a recent meeting of the trustees of the College of the City of New York, the Faculty of Medicine announced that a donation of \$100,000 had been received through Dr. Loomis from a donor whose name is known only to him. The money is given on the sole condition that the new hall to be erected is to be named after Dr. Loomis.

Prof. J. A. Keenan, and P. P. Field, M. D., recently of the Munroe Conservatory of Oratory, Boston, gave an illustrated, instructive, and dramatic entertainment and lecture, on the "Physiology of the Singing and Speaking Voice," the "Delsarte Philosophy of Expression," at Spencer Hall, 114 W. 14th St., on Friday, June 11, at 4 P. M.

PERSONALS.

PROF. A. L. WADE, of Morgantown, W. Va., has been elected a member of the American Institute of Civics, an organization of eminent jurists, statesmen, and educators, whose object is to introduce into schools of every grade more thorough instruction in the duties and responsibilities of citizenship. Its officers are men of the highest rank: Chief Justice Waite, of the United States Supreme Court, is president of the advisory board; ex-Gov. Colquitt, now United States Senator, of Georgia, is vice-president, and Gen. John Eaton, Chief of the National Bureau of Education, Washington, D. C., is secretary. The chief office of the institute is Boston. Upon Prof. Wade, as a representative educator of West Virginia, the honor of election to membership in the association is very deservedly conferred.

MR. A. P. STONE, LL.D., superintendent of schools in Springfield, Mass., is the author of a new History of England, which has recently been issued in Boston.

PROF. CHARLES D. MCIVER, a graduate of the University of North Carolina, and one of the foremost teachers in the state, has recently been elected to a professorship at Peace Institute, Raleigh. Prof. Mciver has had considerable experience as a teacher at Durham, and later in the Winston Graded School, and is up with the times in his progressive educational theories.

GEORGE A. HARTER was appointed at the opening of the present academic year to the Chair of Mathematics and Modern Languages in Delaware College, at Newark, Del. Prof. Harter is a graduate (1878) of St. John's College, Annapolis, Md., and upon graduation was made tutor in Mathematics in this institution, which place he held for two years, having taken, meanwhile, under Prof. J. M. Garnett (now of the University of Virginia) a post-graduate course in Anglo-Saxon and Early English. For the degree of Master of Arts he presented a thesis on "The Origin, History, and Development of the Relative Pronoun in English." He next passed to the principalship of the Hagerstown (Md.) high school, where he remained till he was called to his present position.

HERMAN COLLITZ, Ph.D., native of Hanover, Germany, has been appointed associate professor of German at Bryn Mawr College, Pa. Dr. Collitz is about thirty years, studied from 1875-78 at the University of Göttingen, where he took his doctor's degree (1878) after presenting a thesis on "Die Entstehung der Indogermanischen Palatalreihe." He continued work at the university of Berlin (1878-81), and in 1884 was appointed *Signator* in the library of the Friedrichs-Universität, of Halle. This position he still holds, and a little more than a year ago, he habilitated as *Privatdozent* in the university, where he has been lecturing, for the first time, during the winter semester of the present academic year.

MR. O. R. BOURNE, formerly a teacher of Abbeville county, S. C., is now an Episcopal clergyman in Alabama.

MISS EMILY SANTAIN, who has recently been unanimously elected by the managers of the Philadelphia School of Design to be the principal of the institution, is the daughter of John Santain, the famous steel engraver, and is an artist of recognized ability, as well as a teacher of large experience. She is forty-five years of age, and has been connected with the profession of art for nearly 20 years. She studied for five years in Paris, under Lamanais, and then at Parma, Italy, under another famous teacher. Afterward she traveled through Europe, studying the masterpieces of the various galleries.

MR. ELIAS T. WENTWORTH, who died at Sandy Hill, N. Y., on May 25, was a genius. He had the brilliancy, the moods, the versatility, and the eccentricity which are popularly connected with the idea of genius. He was a native of Stonington, Conn., born Aug. 5, 1813, entered Wesleyan University, and graduated in 1837. After teaching natural science at Gouverneur, N. Y., and at Poughkeepsie, Vt., in 1849 he was elected president of McKendree

College, in Illinois. Remaining there until 1850 he was in that year appointed professor of natural science in Dickinson College. In 1854 he went as a missionary to Foochow, returning to this country in 1862. In 1872 he was elected editor of the *Ladies' Repository*, and held that position for four years. Dr. Wentworth accumulated an amazing amount of extraordinary knowledge. He was a critic in general literature and poetry, and a connoisseur in art.

LETTERS

A GOOD DECORATION.—An exceedingly pretty decoration for the home may be made by gathering and carefully pressing little branches of buttercup blossoms and buds, and in the winter arranging them upon a velvet-covered panel. For the panel procure a pine board, one-half inch in thickness, twenty inches in length, and ten or eleven in width. Cover with a dark shade of velvet, in olive, old blue, or wine color.

Arrange the buttercups in form of a bouquet, shortening some of the stems, and concealing others with blossoms.

Use a paste made by dissolving a small piece of gum tragacanth in cold, and adding a little boiling water. The buttercups retain their golden color a year or more, and when faded can be easily removed, and others put upon the panel.

Hang the panel upon the wall, and do not be surprised if your friends inquire, "Who painted those lovely buttercups?"

In the cold, gray days of winter they will be pleasant reminders of sunny days and fragrant flowers.

CURE FOR INSOMNIA.—Dr. Von Geilhorn has found the following plan very useful in inducing sleep in persons who suffer from insomnia: A piece of calico, about eighteen inches wide and two and three-quarters yards long, is rolled up like a bandage, and a third of it wrung out of cold water. The leg is then bandaged with this, the wet portions being carefully covered by several layers of the dry part, as well as by a layer of gutta-percha tissue, and a stocking drawn on over the whole. This causes dilatation of the vessels of the leg, thus diminishing the blood in the head and producing sleep. It has been found by Winternitz, that the temperature in the external auditory meatus begins to fall a quarter of an hour after the application of the bandage, the decrease amounting to 0.4° C., and the normal not being again reached for about one and a-half to two hours afterward. The author has employed this means of procuring sleep for a couple of years, and finds it especially useful in cases where there is congestion of the cerebral vessels. Sometimes he has found it necessary to re-apply the bandage every three or four hours, at it dried.

MUSIC.—In the INSTITUTE of July, 1885, there are two very pretty songs. I would like to get the right music to them. As yet I have failed to find an air for them. Will you please tell me where I can get the music of them and also of other calisthenic songs.

LOTTIE GRAY.

One of the songs goes to the tune of

"Children go
To and fro,
In a merry pretty row,"

another to

"Good-bye, good-bye to Summer."

Both of these may be found in "The Song Budget," published by C. W. Barden, Syracuse, N. Y. For a book of calisthenic songs write to O. Ditson & Co., Boston.

WHAT BOOKS TO READ.—Please inform me as to what books should be read in order that the reader may obtain a thorough knowledge of the principles and methods of teaching; also, what is the lowest salary given a New York public school teacher.

Brooklyn, N. Y.

LAY SUBSCRIBER.

The course prepared by the New York State Teachers' Reading Circle contains a list of books which, in the opinion of the leading school-men of the state, every teacher should read. These have been announced from time to time in the JOURNAL. Consult your back numbers, or write to this office for information concerning the Reading Circle.

HOW WE MADE OUR SCHOOL-ROOM PLEASANT.—When we began, our school house and grounds were in a deplorable condition. Teams had driven through the yard for a year and a half and made one of the muddest roads you ever saw. We decided that we would stand it no longer. So the boys (the largest was twelve years old) borrowed an axe and cut down a group of half dead locust trees, trimmed out some wild crab apple trees, and cut down all but four, and with the girls' help made a brush fence to keep the teams out. The yard is very large and now contained only the four crab apple trees; so we set out several trees, both evergreen and deciduous, none of them over a foot high. Success at this made the children anxious to do something else. With my help, the yard was raked and the grass burnt; by the windows, ivy, morning glories, and rose bushes were planted. We have also set out, a snow ball, several lilac bushes, roots of corn, tiger, and fire lilies, phlox, golden button, rosemary, yellow myrtle, robin-run-away, shooting stars, and violets. We have a neat flower bed sown with many of the common flower seeds. Inside of the school-house we have a very neatly arranged group of picture cards in each corner, and one in the center of each side and end of the school-room. A bright, new wash-dish, two pretty earthen cups, a comb and a mirror were purchased with our spare pennies. In one of the front corners a chair is placed, and a branch of evergreen thrust down through it to the floor. This is decorated with all sorts of toys and trinkets to resemble a small Christmas tree. In the seat of the chair is a nest of moss, filled with common fowl's eggs, from big turkey to little bantam. We have fixed a shelf under the chimney, in the center of which is a pretty box filled with small stones, shells, Indian arrow-heads, etc., also four small bottles filled with bright pebbles. The rest of the shelf is filled with larger stones and shells. We have six tin cans of house plants and two hanging baskets. We have brought all sorts of pretty things to hold flowers and

keep them always filled, mostly with wild flowers, gathered from the woods half a mile away. Every one of my twenty pupils helped in bringing things and in the work, and a prouder, happier set of children you never saw. And so many pretty things around the room does not detract from their books at all. They only make the lessons like the room, seem brighter and more attractive. ERSIE JAY.

THE 107TH REGIMENT N. Y. V.—In what engagements did the 107th Regiment N. Y. V. take part during the late war, and were they under command of General Sherman at any time?

SUBSCRIBER OF "THE SCHOOL JOURNAL."

The 107th Regiment was organized at Elmira, N. Y., to serve for three years. The companies of which it was composed were raised in the counties of Chemung, Schuyler, and Steuben. It was mustered into the service of the United States July 31 to August 31, 1862. It was mustered out of service June 5, 1865, in accordance with orders from the War Department. This regiment was in the army of the Potomac at the battles of Antietam, Chancellorsville, and Gettysburg; and was also in General Sherman's corps at the battles of Resaca, New Hope Church, Culp's Farm, Peach Tree Creek, Kenesaw Mountain, and Averysboro.

H. C. N.

THE INTERNATIONAL DATE LINE.—What and where is the International Date Line?

H. W. S.

In the day of twenty-four hours there are 1,440 minutes, from which it is evident, since there are 360 degrees of longitude around the globe, that it takes but four minutes of time for the sun's rays to reach one parallel of longitude after the other. It is also evident, that there must be some line on the earth, imaginary or real, where in an instant a jump is made from the thirty-first day of December to the first day of January. This line starts from the South Pole and runs north till it has passed east of New Zealand, when it bends gradually to the northwest, running on the eastern side of Australia by the Hebrides and New Guinea into the Chinese or Yellow Sea, where longitude 115 east and latitude 10 north, it attains its most westerly projection. Now it makes a bending sweep to the east and north, leaving the Celebes and Borneo to the southwest, passing around the easterly lying Philippines, then takes a bend northeastward to the east side of the Japanese Islands, and up through Behring's Straits, then inclining a little westward, it takes the shortest road to the North Pole. It touches land at but one place, the very eastern extremity of Siberia, and here consequently the inhabitants first receive the sun's rays heralding the light of the glad New Year. Now suppose the sun was there at seven o'clock on the morning of the new year, and that a ship is anchored a mile to the eastward waiting for the dawn to steer its way into the port; as the sun gilds its topmost mast and sails, it is Sunday morning, the 31st of December, 1883. In an instant the rays touch the highest rock of Chatham Island; it has crossed the line and the merchants date their blotters, if they work on that day, "New Year's, Monday, January 1, 1883," and thus the Chatham Islanders are ahead of all the world in the matter of time. But in two hours the sun has passed the thirty degrees between Chatham Island and Australia to the south, and Japan, part of China and Siberia, more towards the north, and for all that distance it is the first day of the year. As the sun marches rapidly around at the rate of a degree in four minutes, the New Year is caught up all around the world, until when its day's journey is finished, the whole earth has spent the first day of 1883, and the people of Chatham Island begin to count Tuesday, January 2, 1883.

It is evident from this that a ship, making a voyage around the world, to preserve on her log-book the whole distance the same dates as that of the part from which she started, must in crossing this line, if the voyage be eastward, drop a day in her calculation, and if it be westward count it twice. Shipmasters, however, do not always wait till the line is crossed, to make their change in the date, but usually make it at the 180 degree of longitude from Greenwich.

THE CATSKILL SLIDE.—In a special dispatch to the New York World, on June 12, concerning the State Forest Preserves, the correspondent says of the Catskills: "The Slide is kept free from any growth of vegetation by the frosts and ice of winter. The whole mountain is an upheaval of broken sandstone." The correspondent of the paper was much mistaken on this subject, or he wrote carelessly. Having ascended the Slide, which is the highest peak of the Catskills, and slept on its top, I know that the statements quoted are entirely wrong. All along the trail leading to the top at d on the very top, vegetation is abundant. Mosses, ferns, flowers, and trees in great variety are most charming. On the top of the mountain, from the tops of the trees, thirty or forty feet high, a platform for a look-out has been constructed, from which the writer, six years ago, saw a most beautiful sunset. A log house, with stove, saw, ax, hammer, nails, matches, and straw beds were there for the accommodation of tourists.

The nights in midsummer on the top of the Slide are cool, but vegetation is abundant. In latitude about 42 degrees north, and an elevation of only 4,220 feet, vegetation is retarded, but not destroyed. From the east branch of the Neversink which flows at the foot of the mountain, and in which speckled beauties sport, to the highest point, the writer found the rock to be almost wholly a conglomerate of most solid and beautiful formation. Some fine specimens were brought home by us. I object to the Slide being called a "bald head," for it is carpeted with soft and beautiful mosses and ferns, and beech, birch, maple, hemlock, fir, and alder may be found in abundance, and of fine growth. Instead of its rocks being sandstone, they are as beautiful as jewels. Bears, foxes, wildcats, porcupines, and occasionally deer, are found there.

JARED BARHITE.

Prin, Grammar School No. 1, Saratoga Springs, N. Y.

BOOK DEPARTMENT.

NEW BOOKS.

SIGNS AND SEASONS. By John Burroughs. Boston: Houghton, Mifflin, & Co. 16mo. \$1.50.

A most timely book for this season is Mr. Burroughs' latest volume, "Signs and Seasons." It contains thirteen attractive essays, written in a fresh but thoughtful style upon the beauties of nature during all seasons. The author says that to thoroughly appreciate nature, one must be at home in the lap of nature; and to such indeed will this book come as a welcome reminder of future prospects and past experiences; while to the residents in cities its perusal will be a vacation, for it takes one out into the green fields and forest glades, off to the sea-shore, and up the mountain sides. The following are the suggestive subjects which the essays treat: A Sharp Lookout; A Spray of Pine; Hard Fare; Tragedies of the Nests; A Snow Storm; A Taste of Maine Birch; Winter Neighbors; A salt Breeze; Spring Relish; A River View; Bird Enemies; Phases of Farm Life; Roof-Tree. Every one is sure to find here something to suit his own peculiar taste.

INTERNATIONAL EDUCATION SERIES. Edited by W. T. Harris, LL. D.

Vol. I.—THE PHILOSOPHY OF EDUCATION. By Johann Karl Friedrich Rosenkranz, Doctor of Theology and Professor of Philosophy at the University of Königsberg. Translated from the German by Anna C. Brackett. Vol. II.—A HISTORY OF EDUCATION. By Professor F. V. N. Painter, of Roanoke College, Virginia. New York: D. Appleton & Co.

This firm has arranged for the publication of a series of volumes on education, such as are needed by teachers and managers of schools, for normal classes, and for the professional reading and training of educators generally. There will be four departments represented: I. History.—The first step out of routine is to make one's self acquainted with the work of others. II. Criticism.—As he studies the educational systems of the present and past, and sees their relations to each other and to his own, he gradually advances to the standpoint of criticism. In comparing one with another, he discovers special features of excellence and corresponding defects. III. Theory.—When one has reached a critical point of view, and made clear for himself his educational idea, it becomes possible to form a system. IV. Practice.—Finally, by the realization of the educational idea in a consistent theory, the way is prepared for the art of teaching and practical management of the school.

As the series will contain works from European as well as from American authors, it will be called the "International Education Series." Arrangements for the first fifteen volumes have already been made, and preparations are in progress for others. It is intended that the "International Education Series" shall cover the entire field of practical, theoretical, and historical education, and will make the most important contribution to pedagogical science yet given American teachers. The publication of this series marks an era in the history of education in the United States.

CARMINA SANCTORUM. A selection of Hymns and Songs of Praise, with Tunes. Edited by Roswell Dwight Hitchcock Zachary Eddy, and Lewis Ward Mudge. New York and Chicago: A. S. Barnes & Co. 447 pp.

This book speaks for itself. It is designed for use in churches in the service of song. To provide expression for every variety of Christian experience, especially dwelling on the more jubilant and hopeful,—the compilers of this volume have spared no pains.

The music has been carefully studied, great care being taken to retain the best of the old tunes, while new ones have been introduced,—and the editors have been wise in taking it for granted that choirs and congregations do not need revolution in their song services, so much as improvement. The appearance of the book is fine, being nearly square in form, with heavy covers, in dark brown, red, and gilt and red edges. The type is clear, the paper smooth and glossy.

At the close of the volume is found the Apostle's Creed, a varied selection of chants, index of authors, index of composers, index of scripture texts, index of first lines and chants, and a well-arranged index of subjects.

This book is perfectly adapted to the wants of churches as any book can possibly be.

FEBRUARY. Edited by Oscar Fay Adams. Boston: D. Lothrop & Co. 133 pp.

A day of warm April sun is always greeted when it comes in February, and so it is with this little volume of "Through the Year with the Poets."

The title of the book explains itself, being a collection of short poems on this shortest month. Many of them are very sweet, and come to us from the pen and heart of our household poets, others are new, and some were written expressly for this volume. At the commencement of the book a full index of authors is given, each author, as far as possible, receiving a short biography, as well as a list of his poems, with the titles, bearing upon the winter of the year. The book is made up well,—printed on heavy cream paper with large type;—in all a fascinating little volume.

NUMBER LESSONS, for Supplementary Work in Arithmetic. Boston and New York: Leach, Shewell, & Sanborn. 72 cents per dozen; or by mail or express, 85 cents per dozen.

In this series of number lessons we find something new, and while they are not intended to take the place of a text-book, or to supply all the necessary drill work in arithmetic, they are of such a character as to provide a good deal of thinking on the student's part.

The series is composed of nine numbers. Each one contains sixty-four pages, and is provided with problems, neatly printed, ready for solution. The first three numbers embrace easy examples in the fundamental rules; the other six comprise common fractions, decimal fractions, United States money and bills, denominate numbers, percentage, proportion, square-root, cubic-root, and many examples.

A large part of the drill in these number lessons, especially in the work under the fundamental rules, consists of concrete examples, in which the different principles in arithmetic are embraced and applied. The problems are ready for solution and in the pupil's hands with the paper necessary for each lesson. After the work is completed the sheet of paper can be detached and preserved for future reference. A key of answers for convenience of reference is published separately.

LANGUAGE TABLETS, for Supplementary Work. Arranged for schools of all grades. New York: Potter, Ainsworth, & Co.

This series of language tablets comprises twelve numbers, passing through the different grades, from the first reader grade to the sixth, and consists of simple sentences, construction, picture lessons, memory lessons, sentence building in all its forms, letter-writing, analysis and parsing, punctuation, composition, false syntax, with the variations of sentence building and corrections running all through the series.

The tablets are of convenient size, and made of good, lined paper, each leaf bearing its own lesson. The picture lessons are fresh and instructive, and their usefulness cannot be questioned. The time is fast coming when unnatural and forced grammatical study will give place to sensible, common sense, and practical lessons like these.

THE HUMBLER POETS. A Collection of Newspaper and Periodical Verse. By Sisson Thompson. Chicago: Jansen, McClurg, & Co. 459 pp. \$2.00.

The author of this book is a lover of poetry, and as such has collected from a variety of sources a myriad of humbler poems, and compiled them in this volume. Many of them are from the thoughts and hearts of everyday people, and bear no sign of nobility or royal stamp to show they come from the mint of poetic inspiration. Hundreds of them are nameless, and no clue can be had of their origin. Some of them are full-fledged poems, and deserve a higher position than that among the humbler poets. Others are mere snatches of song and poetical story, and some are only homely jingles.

This volume will have a fascination for those lovers of poets' corners in old and worn-out newspapers, and as it contains rhymes never before gathered together, it may serve a useful purpose in whiling away a lonely hour, or in brightening up a happy one. It is divided into sixteen parts, each one containing its natural selections. In all there are about five hundred of these poems and rhymes. The book is well bound, has good type and paper, and is methodically arranged. To the lover of all kinds of poetry it will be of great value.

ELEMENTARY ALGEBRA. By Charles Smith, M.A. London: Macmillan & Co. 352 pp. \$1.10.

It has been the endeavor of the author of this book to explain the principles of Algebra in as simple a manner as possible, for the benefit of beginners. Great care has been taken in the explanations and proofs of the fundamental operations and rules, and while it differs considerably from other Algebras now in use, its new methods will not be found any more difficult.

It is intended to be a fairly complete treatise on elementary algebra up to the binomial theorem, for a positive integral exponent; series and expansions which introduce difficulties as to convergency are not included in its range.

The examples introduced have been carefully selected and arranged, so as to illustrate all important principles, while the miscellaneous examples which are placed at intervals throughout the book, will be found of great value.

SILENT TIMES. A Book to Help in Reading the Bible into Life. By Rev. J. R. Miller, D.D. Boston: Thomas Y. Crowell & Co. 286 pp. \$1.25.

To those who know and honor the Bible as the word of God, and wish to conform their lives to its inspired teachings, this book comes as a help. Its aim is to bring the divine lessons down, and give some hints of the way they may be used on common days and in the actual experiences of everyday life. Its title is suggestive of the need of quiet that comes to every one, and the reading of its chapters, or portions of them, in the silent times of our busy days, may be helps in the direction of a true Christian growth. It is the desire of the author to make the way a little clearer to pilgrims, and religion a little more real, and the earnest reader of this book will find it a lamp for some dark ways, and a staff for some rough and steep paths.

Among its interesting chapters we find: Personal friendship with Christ.—Afterward.—The cost and worth of sympathy.—Life's double ministry.—The home conversation.—Helping without money.

There are twenty-four of these interesting chapters. The print and paper are good, and the book is one that will be an ornament to the library table.

HOW THEY LEARNED HOUSEWORK. By Christina Goodwin. Boston: D. Lothrop & Co.

An entertaining account of a very pleasant industrial school is here given. The teacher of a certain school having fallen suddenly ill, caused an unexpected vacation, and three wise mothers proposed that their girls study housework under one of the ladies, who was an excellent housekeeper. The girls entered into the work with enthusiasm, donned big aprons and dusting caps, and learned "by doing" to sweep, dust, put rooms in order, do all kinds of family cooking and plain sewing. The story is told with much grace and naturalness, and contains many valuable hints for housekeepers.

AN AMERICAN FOUR-IN-HAND IN BRITAIN. By Andrew Carnegie. New York: Charles Scribner's Sons. 25 cts.

The very pleasant trip which is most entertainingly recorded in this volume, was first suggested to the author by reading William Black's "The Strange Adventures of a Phaeton." The idea "was only an air-castle," he says, but it came to pass on a much larger scale than he had ever dreamed of. "A modest phaeton with a pair of horses" was the extent of his dream, but Fate sent him four horses and two friends for every one he had imagined. This kindness of Fate leads the author off into a charming "by the way" about people's air-castles and the way in which they are always coming into substance, but without ever being recognized when they do come. The book is filled with similar clever diversions which enliven the whole account of the journey, though it is nowhere given to dry details. The route described extends from Brighton to Inverness, and touches upon all the points of interest by the way, historical and poetical allusions included.

THE MAMMALIA IN THEIR RELATION TO PRIMEVAL TIMES. By Oscar Schmidt. New York: D. Appleton & Co. \$1.50.

This work is written to supplement a former one on "Doctrine and Descent of Darwinism." It advances proofs of the necessity, the truth, and the value of Darwinism as the foundation of the theory of descent, within a limited field, and is brought down to the most recent times. It discusses the position of mammals in the animal kingdom;

the phenomena of convergence, the distinctive characteristics of mammals, the extension of paleontological science since Cuvier, and the strata of the tertiary formation. The remainder and the larger portion of the book is devoted to the special comparison of the living mammals and their ancestors. A full index, and fifty-one cuts, designed specially to illustrate the points discussed add further to the value of the work.

CECIL'S COUSINS. By E. B. Hollis. New York: Thomas Y. Crowell & Co. \$1.25.

The question of woman's work is not such a hard one to settle in the face of her opportunities for work. In this story one of these is shown and the loss entailed by neglecting it. A sister had a good opportunity of keeping her young brother at home. It required no special effort, his exuberant spirits would have been sufficient to entertain himself and her too if she had given him a chance; but she snubbed him to such an extent that he went out among "the boys," where he always received a rousing welcome. It led, of course, to his getting into bad company, gambling and drinking. But a cousin stepped in, a young lady who could give up her own ease or pleasure for the sake of helping some one else, and he was saved.

A very healthful love story runs through the book. There is plenty of old-fashioned devotion, but no sickly sentimentality. The whole story is told in a very lively manner, with an abundance of humor and some pathos.

AN AID TO NUMERICAL CALCULATION, MENTAL AND WRITTEN. Arranged by Henry A. Jones. Southington, Conn.: Jones & Savage. \$1.00.

All essentials of arithmetic are contained in this volume, but superficial information has been purposely omitted. Its primary object is to give improved, shorter, and systematic methods of arriving at practical results, and frequent exercises have been given to promote mental strength and discipline of thought. An ingenious device has been explained which obviates the necessity of any one adding any portion of a row of figures twice to obtain a correct result.

There has been a system of abbreviated multiplication introduced, whereby two, three, four, or more figures can be used at one and the same time, when found in a multiplier. Familiarity with the method can be easily acquired, and by it any one can perform multiplications in an unusually short time. The use of the aliquot parts of the powers of ten has been greatly enlarged, and innumerable multiplications can be thus mentally performed. A general system of abbreviated division, which, it is believed, has never previously appeared in any other arithmetical work, has also been included. This system can be applied both to integral and mixed numbers, found either in the divisor or dividend, or in both, and obviates the necessity of the reduction of mixed numbers to improper fractions.

Under Commission and Percentage, examples, giving data, have been inserted, and the methods of determining the gain or loss, and the distribution of such to each partner, in accordance with the terms of agreement, have been shown, and the facts relative to each partner's share have been exhibited in clear, concise statements.

An excellent method of finding the equated time when an account is due has been given, and suggestions have been made how to take the greatest possible advantage of any individual account, making the finding of the average date, in many accounts, almost a mental operation.

REPORTS.

THIRTY-FIRST ANNUAL REPORT OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION OF NEW YORK. Hon. William B. Ruggles, State Superintendent.

Generalized statistical tables only are given in the report proper with some valuable information and recommendations upon normal schools, teachers' institutes, and the granting of state certificates to teachers. The superintendent shows the relation which exists between the taxes and teachers' wages at the present time and in former years, giving an explanation of the method and basis of distribution of state money for teachers' wages, and the organization of school districts. There is a long list of documents accompanying the superintendent's report, among which are detailed statistical tables upon school matters; reports of conductors of teacher's institutes, Drs. James Johnnot, John H. French, and Eugene Bouton; reports of the various state educational institutions, and from the superintendents in the several counties. The whole forms a general cyclopaedia of school matters in the state for the year 1884.

THIRTY-FIRST ANNUAL REPORT OF THE BOARD OF EDUCATION OF CHICAGO. 1885. George Howland, Superintendent.

Matters of almost universal importance in the school-room have been treated in the report of the president, who has made several recommendations which are worthy the careful attention of all educators and school-men. He is ably seconded throughout by the superintendent, who being a man of large experience in school matters, will be listened to with interest. The subject of manual training is a special feature of education, and he has treated it carefully and thoughtfully.

After the superintendent's report follow the reports of committees on school sites and district boundaries, on buildings and grounds, on finance and salaries, on evening schools, on school-fund property, on German, and on deaf-mute schools. These reports are succeeded by a series of detailed statistical tables, which form a part of the appendices, and a translation of a paper upon diseases of the eye, by Dr. E. Fuchs, of Germany. This paper was recommended by the president to the attention of the board of education, and should be carefully read by all interested in public institutions of any kind.

ANNUAL REPORT OF THE BOARD OF EDUCATION OF PATTERSON, N. J. 1886. C. E. Meleney, Superintendent.

A general summary of educational news in the city of Patterson, for the past year, is presented in this report of the Board of Education, which includes the respective reports of the secretary, the several committees, and the superintendent, besides general information on the course of study in the different branches for both the primary and the grammar departments. In his report, the superintendent has made several recommendations, which possess the stamp of practicality, a quality which is to be noticed throughout Mr. Meleney's work.

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RECEPTION DAY. [No. 1.]

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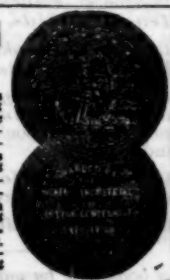
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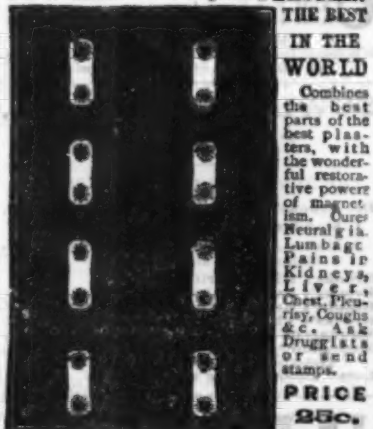
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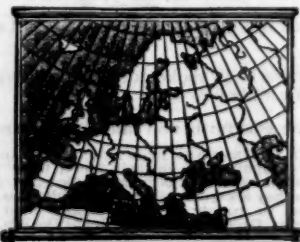
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